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ABSTRACT

This information packet attempts to identify issues in the interface between special and regular education and to highlight positive examples of regular education/special education cooperative action. A discussion of issues in the regular/special education relationship focuses on role relationships between regular and special education administrators at both the building and central office levels and notes the lack of consensus concerning role changes. The next section presents a rationale for restructuring regular and special education into a more unified educational system and identifies major issues which cluster around categorization, mainstreaming, instructional practices, and funding. Principles of developing an ideal interface between the two systems are identified, focusing on leadership and a shared commitment to education of students with disabilities. The remainder of the paper examines 10 sets of examplary practices selected from sites nationwide. The practices fall into five areas: (1) identification, (2) referral, (3) instruction/intervention, (4) evaluation, and (5) staff development. Examples are drawn from Idaho, Louisiana, Minnesota, California, Washington, North Carolina, Maine, and Connecticut. Appendices include the following: a paper by Lee J. Gruenwald and Ruth Loomis titled "Evolving Organizational Structures in Special Education: The Madison Example"; forms for referral; forms for identifying exemplary special education programs; and a summary of Project READ data. (Contains 60 references.) (DB)

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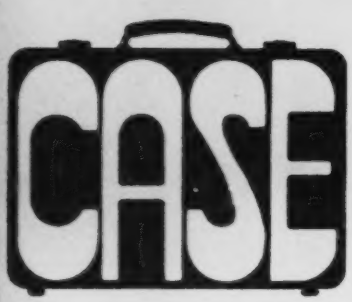

**COUNCIL OF ADMINISTRATORS OF SPECIAL EDUCATION, INCORPORATED**

A DIVISION OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

**CASE RESEARCH COMMITTEE**

# INFORMATION DISSEMINATION PACKET

## An Effective Interface Between Regular & Special Education:

## A Synopsis of Issues and Successful Practices

**INDIANA UNIVERSITY**

**Department of School Administration**
**Department of Special Education**

**1992**

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# An Effective Interface Between Regular & Special Education:

# A Synopsis of Issues and Successful Practices

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## TABLE OF CONTENTS

PAGE

I. Introduction

II. Discussion of Interface Issues: Role Relationships.....1

III. Rationale.....9

1) Categorization.....10

2) Mainstreaming and Instructional Practices.....13

3) Funding.....16

IV. Interface: A Viable Alternative: Effective Indicators of Exemplary Practices.....19

A. Identification.....31

B. Referral Procedures.....35

C. Instruction/Intervention.....40

D. Evaluation.....49

E. Staff Development.....54

V. Summary of Similarities.....60

VI. Appendix A.....64

VII. Appendix B.....77

VIII. Appendix C.....87

IX. Appendix D.....90

X. Bibliography.....93

## Introduction

For the past several years, there has been a continuing dialogue among special educators regarding a closer alignment that needs to exist between the special and general education systems. Several major issues have raised the concern of the special education community about the parallel or dual systems currently in existence in most public school systems. Although there has been a gradual trend toward a convergence and interdependence of the two systems, the issues remain salient enough that many special educators are calling for a restructuring of the two systems that would blend or merge special and general education into a unified, single system. This publication is entitled "An Effective Interface Between Regular and Special Education: A Synopsis of Issues and Successful Practices." This information packet highlights many of the best and most appropriate interventions used in examples of regular education/special education cooperative action. The purpose of the paper is threefold: 1) to provide the reader with information concerning the issues surrounding the need for interface as discussed by CASE Subdivision leadership; 2) to provide elements of effective practices that should permeate a district philosophy, programs, and practices; and 3) to highlight best practices designed to unify special and general education. This paper grows out of the CASE Research Committee's response to an annual survey and the most recent meeting with CASE Subdivision Presidents in Orlando on November 14, 1987. The Committee delayed the publication of this paper to include the CASE Subdivision Presidents' face to face discussion of the issues of concern to them.

An interface between regular and special education is one of the most important future challenges to local special education leaders. The present challenge facing special education is how this interface can best be accomplished. This paper, hopefully, provides a concrete starting point.

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**DISCUSSION OF REGULAR EDUCATION/SPECIAL EDUCATION INTERFACE ISSUES**

Local Special Education Directors representing the following geographical areas elected to discuss this topic, hailing from Ohio, Missouri, Nebraska, Kansas, Ontario, Louisiana, Kentucky, Michigan, Florida, and West Virginia.

The regular/special education relationship is a broad and complex topic. The administrators present at the annual fall CASE meeting chose to discuss only a few of the issues related to this topic. The following issues are summarized briefly:

The majority of the discussion focused on the role relationship between regular and special education administrators at both the building and central office level. Two general impressions emerged. First, there seemed to be a great need to be cathartic and discuss this particular issue at length. Second, while there was agreement that the field is in the midst of change and that change in the role relationship is inevitable, there was no consensus that the roles should change, in what form change should occur, and what the resulting role relationship should look like. The amount of time devoted to this issue, as well as the lack of consensus, may be related in part to the "emotionality" of the issue: Special educators see change on the horizon but don't want to change. Most special educators know what has worked in the past and are reluctant to relinquish present roles and responsibilities to regular education administrators who are not seen to have the knowledge, competencies, or interest in managing special education programs.

Specific to the emerging issues of the changing role responsibility between regular and special education, the following was discussed at the 1987 fall CASE meeting:

1. Most special education directors agree conceptually that building principals should assume more ownership and responsibility for special education programs at the building level. While there may be conceptual agreement, the question is how to get building principals to be more effective in this capacity. Some building principals do not want to assume the responsibility for special education programs. Others may want the responsibility, but don't know how to go about effectively assuming ownership and responsibility. Still others refuse to learn the skills and competencies necessary to manage and supervise special education programs, but assume responsibility and ownership anyway. This becomes "misdirected", "inappropriate", and "ineffective" leadership from a special education perspective.

2. Building principals may indicate they are assuming responsibility for special education programs in their building but when the "going gets tough", they refer problems to the special education administrator. If the special education administrator is going to have to solve the "problem" or is perceived to be the one to solve the majority of special education problems, then the special education administrator might as well continue to have the responsibility for the problem solving and decision making from the beginning.

3. With anticipated general administrative turnovers predicted for the future, there may be a whole new population of regular administrators that will need skills and training in supervising and managing special education programs at the building level.

4. Who is responsible for the building principal? Who does the building principal report to? Generally, the building principal reports to a central office administrator who is not a special educator. This issue is important because of the implication for accountability and impacting change at the building level.

5. Special education services should be viewed as one component of a larger array of services for all students. This context supports the role of the building principal as instructional leader and the manager of the total educational system of the building. Special education administrators should be a support system to this role.

6. There is a need to determine what the principal's staff development needs are in addition to specific special education competencies. Suggested example areas are special education finance and budgeting, record keeping, managing people, and solving personnel problems.

7. There is already emphasis on the training of principals as instructional leaders. Special educators should continue to support this training initiative as well as the initiative to provide principals with the skills and competencies to supervise and manage special education programs in their building.

8. Much of the special education training emphasis for building principals has been on regulatory compliance. Should the training continue to emphasize special education compliance or should it shift to curriculum and instruction as it relates to special education and special needs students?

9. Role relationship between special and regular education teachers: Changes in role relationships between regular and special education teachers may parallel changes in role relationships between regular and special education administrators. It was suggested that as administrative roles change, these may be parallel changes in teaching roles. For example, as special education administrative roles shift from a direct administrative role to one of support and consultation, there may be a similar shift in special education teacher roles. The extent to which both special education administrative and teaching roles shift from direct service to consultation will be affected by many factors; however, the attitude, philosophy, and belief systems of teachers and administrators will be key factors.

10. The supervision and evaluation of special education staff is an issue. Many principals do not have the background knowledge to effectively supervise special education staff and contribute to their growth through the supervision process. Principals may not have the knowledge to evaluate whether or not a special educator is carrying out the job in a competent manner. Often special education administrators and supervisors are not involved in the building level evaluation process if the building

principal has responsibility for the special education program. If special education administrators are called in to consult in the evaluation process and there is disagreement, who has the final authority? How can evaluation be conducted in a joint manner when a building principal is responsible for the special education program in the building? What are some ways to make principals more accountable in the evaluation and supervision process? If special education administrators are not involved directly in the evaluation and supervision process, what are some ways to hold special education teachers accountable? Special education administrators need to have the "right to inquire" into the process.

11. There is a sense that, as finances become more constrained, the role of the special education director as a separate administrative position may disappear. The special education director position may be combined with other regular education administrative duties at the central office level.

12. As finances become tighter for both regular and special education, there is need to look at the quality of support that special education provides. There may be need to consider shifting special education resources to a different kind of support to the educational system.

13. In examining the changing role relationship between general and special education, there is need to focus on the school superintendent. The superintendent's concerns are for the district (e.g., overall achievement of students) and there may be question about where special education fits into these concerns.

14. Special education administrators need to face the "give and take" issue. Regular education administrators will take the responsibility if special education administrators are willing to give up the responsibility; and in so doing, provide the necessary support and training to the regular education administrator. Special educators must philosophically believe in the shift of responsibility and associated role change and reinforce this change through actions. The initiative will fail if it is not believed in and reinforced.

Suggested solutions or alternatives:

1. Special education administrators should mainstream themselves as well as the special education students. In some districts, teaming between regular and special education administrators is occurring with shared responsibilities and decision making.

2. Training of principals equates with increased responsibility at the building level. Examine competent principals who do take ownership. Examine what they do. Have them train other principals.

3. Special educators must stop believing and reinforcing the belief that they are the only ones who can solve special education problems at the building level.

4. For building principals to be effective in supervising and managing special education programs, processes and procedures must be in place at the building level. Best practice standards, endorsed by the board of education, should be developed and given to the building principals as guidelines. These standards would

include guidelines for when special education administrators need to be contacted (e.g., due process, suspension-expulsion).

5. There is a need to restructure the view of the superintendent and board about the role and importance of special education to the total system of education. Special education administrators should provide superintendents (locally and formally with AASA) with information pertaining to the relevance of special education within the educational system. Based on this information, the decision makers in the educational system need to include special education directors as central office staff with line authority over building principals. Even though building principals acquire responsibility for building level special education programs, special education needs to maintain its individual integrity as a system at the central administrative level in order to benefit all students.

6. An ongoing staff development alternative would be for special education administrators to assume a bottom up support system role to the regular education administrator.

7. Acknowledge that some configurations of the interface between regular and special education at the administrative and teaching level are working and disseminate information on these "pockets of excellence" or alternative models. An example would be teaming practices.

8. CASE should continue to support the current emphasis on training building principals to be instructional leaders and to obtain the skills necessary to supervise and manage special education at the building level. It is even more important,

however, that CASE provide training to special education administrators to give them the skills for a new role in relationship to the building principal. For example, there is need for skill training in consultation, facilitation, negotiation, collaboration, and in the new emerging models of the shared relationship between regular and special education. In addition, CASE should establish training for special education administrators to prepare them for a new and emerging role, as building principals assume more responsibility for special education in the buildings.

## RATIONALE

Special education services were initiated and developed as a separate educational system parallel to the regular education system. Historically, special education programs consisted primarily of segregated special schools and self-contained special education classrooms within the public schools. The evolution to a more integrated approach to serving handicapped students came about with the passage of Public Law 94-142, whose least restrictive environment provision mandated the development of special education options which required handicapped students to be educated to the maximum extent possible with age-appropriate, non-handicapped peers. From a historical perspective, P.L. 94-142, the Education for All Handicapped Children Act, has fostered an unusual paradox. During the more than a decade since the passage of 94-142, significant gains have been made for integrating handicapped students in the public schools. The paradox, however, is that while 94-142 was the driving force behind the integration of handicapped students into the mainstream of regular education, it also continued to support the current practice of the side-by-side regular/special education structure with separate funding bases, administrative and instructional staffs, categories of students, and service delivery systems of education. These side-by-side or parallel systems of education have been questioned in the past and continue to be questioned by leaders in the field of special education (Stainback and Stainback, 1984; Will, 1986; Burrello

and Sage, 1979; Greenburg, 1986; Mesinger, 1985; Reynolds, Wang, Walberg, 1987).

As a result of this questioning, special educators are beginning to examine the parallel systems of regular and special education and beginning to recognize the need for a major structural change that would bring the two systems closer together. In fact, as Greenburg (1986) points out, "recent literature on special education addresses the viability of having a single, unified system for managing educational resources on behalf of all students" (pg. 1). The need for restructuring regular and special education into a unified educational system for all students is based on a number of issues that have emerged as a result of the separate service delivery systems that continue to exist between regular and special education.

**Issues Related to Restructuring**

The major issues identified by special educators (related to the need to examine the dual system and look for alternatives) cluster around categorization, mainstreaming, instructional practices, and funding.

**1) Categorization**

Perhaps the most important issue discussed in the literature is the criticism of the classification of programs and students into special education categories. Assumptions and related outcomes derived from a categorical service delivery system are the basis for the following issues:

a) A categorical system implies that there are two separate and distinct groups of students--a group who needs special help

and a group that does not. This assumption has created a categorical funding base exclusive to a group of students who meet certain eligibility requirements.

b) As a result of the categorical approach to service delivery, an integrated educational system designed to meet the needs of all special needs students (e.g., handicapped, disadvantaged, minority, underachievers, etc.) has not been easily facilitated. The categorical system of special education with its eligibility requirements has resulted in what Madeline Will (1986) describes as a "fragmented approach" in which "students who require help and are not learning effectively fall through the cracks of a program structure based on preconceived definitions of eligibility, rather than individual students' needs and, as a result, (those students) do not receive assistance" (pg. 7). At issue is the fact that many students within the regular education system have special needs but cannot access special education because such categorical services are based on eligibility requirements. Reynolds, Wang, and Walberg (1987) point out that the education system cannot afford this "disjointed" approach at a time when future predictions indicate an increasing school population with the majority of this population likely to have "special needs" (pg. 392).

c) The categorical issue is further complicated in that special educators have themselves admitted the classification criteria for mildly to moderately handicapped is arbitrary at best and often based on "statistical concoctions" (Algozzine and Ysseldyke, 1983). Researchers have found little to justify

current practices in classifying students into special education categories. For example, they have found it not possible to differentiate mildly handicapped from non-handicapped students. Shinn, Tindal, and Spira (1987) found that for "every referred student, substantial number of others in the normative population performed similarly. This contradicts what might be expected if mildly handicapped connotes a quantitatively distinct population" (pg. 39). Similarly, Ysseldyke (in press) reports that "more than 80% of normal students could be classified as learning disabled by one or more definitions now in use" (pg. 393). Reynolds, Wang, and Walberg (1987) conclude from their synthesis of the research that the classification system for the mildly to moderately handicapped "cannot be justified" and is "unreliable and inconsistent" (pg. 394).

d) The categorical special education system has likely contributed to over referral. When a student fails to learn, the student is referred to special education to receive special instructional interventions. The specialized intervention is tied to the referral and classification process. As a result, regular educators have been slow to adopt the view that all students have unique learning differences and needs along a continuum and that regular education can meet much of this continuum of need within the regular classroom (Stainback and Stainback, 1984). This assumption has, in effect, narrowed the tolerance of regular education for a range of variance in the regular classroom and furthered over referral to special education (Algozzine and Karinek, 1985).

e) Concern for increased numbers of handicapped students has resulted in less flexible guidelines for eligibility and fewer students qualifying for special education services. This places greater strain on the regular education system which then must deal with a wider range of special needs students without access to specialized services.

f) The categorical nature of the dual system has discouraged regular and special educators from sharing their knowledge and expertise related to research and best practice. The current practice of categorizing students and programs has not encouraged one system's interaction with the other.

**2) Mainstreaming and Instructional Practices**

The least restrictive environment provision of P.L. 94-142 initiated the focus in the mid-70's on serving handicapped students in integrated settings rather than in separate and segregated special education facilities. The concept of "mainstreaming" emerged and self-contained classrooms (except for the most severely handicapped) shifted to resource room service delivery models. A survey by Friend and McNutt (1984) indicated that the majority of resource room programs across the country serve handicapped students from a "minimum of 3 hours per week to a general maximum of up to, but not more than half of the school day" (pg. 154). The reintegration of handicapped students into regular education classrooms has raised several issues related to how well regular education is equipped to deal with handicapped students placed in their classrooms. The issues are as follows:

a) Generally speaking, regular education teachers have not been trained, or at least have a strong self-perception they are not trained, to work with handicapped students who are mainstreamed into their classes. Regular education teachers usually receive only limited preservice training and experiences in this area. Additionally, both preservice and inservice training, as well as other professional development activities, are often carried out in a separate manner (Stainback and Stainback, 1984; Greenburg, 1986).

b) As a result of limited preservice and inservice training, regular education teachers do not have a wide range of alternative educational strategies available for adapting and modifying the instructional environment for handicapped students. The need for regular education teachers to develop some special education expertise is further complicated by the fact that regular and special educators, with separate instructional responsibilities, are not given adequate allotments of time to share information and coordinate programs (Greenburg, 1986).

c) Another issue which has been fostered by the dual educational system is the belief that there needs to be a separate set of specialized instructional methods for handicapped students exclusive of regular education. This belief has minimized communication and sharing among regular and special education staffs. Stainback and Stainback (1984) report that their research on the instructional needs of students does not warrant the operation of a dual system. Bickel and Bickel (1986) found in their review of the effective schools research that

"there is a growing knowledge base about how to effectively organize schools and instruction that is relevant to both special and regular educators and that there is a growing rationale for special and regular educational programming to become more integrated at the school level...special and regular educators have much to learn from each other" (pg. 497).

d) The assumption that only special education is responsible for students with special instructional needs has contributed to a lack of ownership and shared responsibility for students identified as handicapped on the part of regular education teachers and administrators (Will, 1986). In fact, as noted by Leiberman (1985), "the very existence of special education has contributed to a more entrenched view on the part of regular education that curriculum and standards are written in blood" (pg. 514). This has resulted in a limited range of instructional options within regular education.

e) Another issue is that special education staff have often not been trained in providing consultative services to regular education staff. The fact that special educators often lack appropriate training in areas such as interpersonal relations, communication, conflict resolution, and problem solving contributes to difficulties in carrying out a consultative role. This has reduced the viability of consultative services to regular education, particularly for the mildly handicapped student (Haight, 1984). Another spin-off, as noted by Greenburg (1986), is the "concern about the special education system's ability to provide sufficient [consultative] support when

students once thought unable to perform in the general education class setting are returned to that setting" (pg. 4).

f) Finally, both regular and special education have begun to question the efficiency and effectiveness of the "pull-out" resource room model. As noted by Anderson-Inman (1986):

> "The special education teachers who work in resource rooms often feel constrained and frustrated by the relatively small amount of time allotted to each student for acquiring needed skills and knowledge. Similarly, the regular education teachers providing instruction for these students throughout the rest of the day are often equally frustrated. For many of these teachers, accommodating the students' academic and behavioral deficiencies requires considerable effort or may even necessitate instructional expertise not yet acquired. And teachers from both settings frequently share an underlying concern about the failure of special education assistance to have any real impact on student success in the regular class" (pg. 562).

## 3) Funding

Since the passage and implementation of P.L. 94-142, special education programs and services have gone through a period of rapid expansion. Program delivery systems and instructional technology for handicapped students have been radically changed and these students are now experiencing integration into regular education and the community.

From the perspective of the special educator, adequate funding and resources are essential to the provision of effective special education services. The funding of special education services is a major issue, however, because of current economic considerations. Crowner (1985) views the situation as a change in economic philosophy at the federal level:

> "After a decade of rapid growth, special education is now faced with political and economic consideration which may shape and limit the future of services for exceptional students. This situation was brought about by a decline in the general economy which precipitated a shift toward fiscal

> conservatism and a "New Federalism." Special education, even though it is a relatively small area of political and economic concern, is a highly visible growth area in federal domestic spending and government regulation. It is therefore a logical target for advocates of such a policy" (pg. 503).

The parallel regular and special education system has contributed to competition for resources. Regular and special educators have been discouraged from sharing resources such as personnel, materials, and equipment, which is inefficient and detrimental when both systems are financially strained. In relation to competition for resources, the time and energy utilized in categorizing students by handicapping condition has been viewed as a costly and inefficient use of resources (Reschly, in press a).

The net effect of dwindling fiscal resources, particularly in special education reimbursement, varies among school districts and other service providers. However, there is no doubt the impact of fiscal constraints on special education will place greater demands on regular education. For example, districts and other service providers who must serve the same numbers of handicapped students with fewer dollars due to high inflation, salaries and other costs often resort to the use of increased mainstreaming by diverting certain costs to the regular education budget. Studies by Hocutt, Cox, Pelosi (1984); Pyecha, Kulegowski and Wiegerink (1984); and Wang and Reynolds (1985) tend to support the existence of this practice. Their studies indicate:

1) Students may be placed on waiting lists;
2) Students may be placed in a setting less restrictive than one needed until a slot in the appropriate placement opens;

3) Students receive services on a less frequent and intensive basis;
4) A dramatic increase in the use of the consultative model which utilizes service delivery primarily through general education classroom instruction.

While these practices are driven primarily by funding problems, it is important to note that the present trend in federal and state funding approaches is to cap the number of students identified as handicapped, as well as their classifications and placements.

The bottom line, as noted by Greeenburg (1986), is that "special education fiscal constraints have impacted the delivery of services to handicapped children and the nature of that impact has been to place greater demands on general education" (pg. 16).

Two major funding issues face general and special education. First, there is no doubt that there is a financial relationship between general and special education and that reduction in resources in one system affects the other. Second, there is evidence to support that financial resources are becoming constrained in both general and special education. As a result, as Greenburg (1986) points out,

"There may be greater need today than there has been in the past for general education and special education interface and cooperative planning to limit duplication of effort and most efficiently provide for appropriate programs and services for all students" (pg. 17).

## INTERFACE - A VIABLE ALTERNATIVE

While agreeing that increased integration between the special and regular educational systems needs to exist, many authorities disagree as to the best way to accomplish this goal. Some authorities have called for the merger of the two systems into a single educational system. Greenburg (1986) reports that other authorities disagree with the concept of a merger and suggest that educators should be cautious in moving too rapidly toward implementing a single system. For example, Mesinger (1985) states, "I am reluctant to abandon special education as a system until I see evidence of a drastic improvement in regular educational teacher training and professional practice in the public schools." He goes on to suggest that the emergence of a "new relationship" between regular and special education "should involve positions of comparable power" (pg. 512).

Lieberman (1985) supports this notion of special education maintaining its integrity as an identifiable system. He states that the goals implied by a merger, such as "the reorganization of personnel preparation, flexible heterogeneous groups based on instructional needs, instant consultation efforts and an orientation toward the uniqueness of each individual student"..."can only occur with each party maintaining a strong sense of individual identity, while creating an ideal interface between the two" (pg. 516).

Greenburg's (1986) analysis of the present difference of opinion among special educators regarding the merger of general

and special education leads him to suggest that there is a "clear need for the ideal interface" between the two systems. An ideal interface would maintain the separate identity of the regular and special education systems while at the same time foster collaboration and integration between the two systems. To illustrate this interface, the authors have selected components of the Effectiveness Indicators for Special Education* monograph available from CASE to emphasize exemplary practices. This ideal interface would be characterized by:

1. Program and Instructional Leadership that is characterized by:

> Regular and special education administrators clearly communicating goals, priorities, and expectations to staff, parents, students, and the community; emphasizing the importance of value of achievement; and establishing systems of incentives and rewards to encourage excellence in student, teacher, and administrator performance. They establish and maintain a supportive and orderly environment, acquire necessary resources to ensure effective programs, model effective teaching practices, monitor student progress, and actively involve staff and parents in program planning, development, and improvement efforts.

2. Regular and special education administrators provide strong and effective leadership for instructional leaders by:

- Portraying the importance of learning and emphasizing the value of achievement;
- Clearly communicating educational philosophy, goals, priorities, and expectations to staff, parents, students, and the community;
- Establishing instructional norms that unify staff and motivate people to accomplish the school's mission;
- Believing that all students can learn and that the school makes the difference between success and failure;

* Leonard C. Burrello and The CASE Research Committee. Effectiveness Indicators for Special Education: A Reference Tool. Hampton, New Hampshire: Center for Research Management, Inc., First Edition 1986.

- Directing instruction, setting clear expectations and standards for quality curriculum and instruction, and evaluating teachers and themselves by those standards;
- Knowing and being able to apply teaching and learning principles; being knowledgeable of research, and fostering its use in problem solving; modelling effective teaching practices for staff as appropriate;
- Establishing curriculum priorities and monitoring curriculum implementation;
- Protecting learning time from disruption; establishing, communicating, and enforcing time use priorities;
- Establishing and maintaining a supportive and orderly environment;
- Supporting efforts of special and regular education staff to improve through staff development and training opportunities;

Superintendents and principals agree on the importance of special education and show support for programs and for all staff serving students with disabilities.

Principals:

- assume responsibility for ensuring the effectiveness of special education programs in their schools and take part in special education planning and program development activities; and
- are directly responsible for supervising the IEP process in their schools.

Principals and Special Education Administrators:

- share responsibility for instructional leadership in special education programs;
- emphasize the improvement of instruction and student performance through ongoing staff supervision, observation, and consultation;
- provide sufficient time for all personnel who play a role in special education programming to communicate and consult with each other;
- schedule time for ongoing modification of curriculum by groups of teachers.

Special Education Administrators*:

- develop and maintain a knowledge base of regular education assessment, curriculum, and instruction and anticipate their potential impact on special education;
- create a climate of shared decision-making involving students, teachers, principals, parents, and school boards in developing special education policies, procedures, and plans, and in solving problems;
- develop and maintain strong professional relationships with regular education administrators and school boards;
- encourage the participation of students with disabilities in all school programs and activities;
- regularly observe regular and special education staff, make helpful suggestions, and point out effective teaching.

2. Instructional practices that emphasize teaming between regular and special educators are aimed at:

- shared responsibility for special education students who are mainstreamed;
- decreasing the number of students "pulled-out" of regular education for specialized instruction.
- broadening the variance of curriculum and instructional options within regular education;
- sharing knowledge and expertise.

In addition, the instructional program is aimed at:

Adding to students' knowledge, to enable them to develop and apply skills, and to foster the development of certain attitudes, understandings, values, and appreciations. To accomplish these aims, school curricula by their nature must be comprehensive and provide a continuum of options and services that meet the needs, abilities, and interests of all students in a range of content areas. It is important that the instructional program for students with disabilities be appropriately derived from regular education curricula, and ensure equal educational opportunities within the least restrictive environments. An effective program also provides for communication and coordination across the various program components, and helps to ease student transitions at every stage from preschool through community integration.

*e.g., local directors of special education and directors of educational collaboratives/cooperatives.

## Implications/Curriculum Development

District-wide curricula provide the base for a comprehensive and sequential program of instruction designed to address the specific abilities and educational needs of each student and to promote individual student achievement.

Curricula programs are planned and developed cooperatively by district professionals, and provisions exist for their participation in the ongoing review, evaluation, and revision of curricula.

Curricula establish clear relationships among learning goals and objectives, instructional activities matched to student learning levels, and student evaluations.

Regular education curricula include provisions for adapting materials and instruction to meet the needs of individual students with disabilities.

Special education curricula are derived from the district's regular education curricula and allow for flexibility in addressing the individual needs of students with all types and levels of disabilities.

Special education curricula are designed to assist each student to develop relevant attitudes, knowledge, and skills appropriate to his/her individual interests, abilities, and needs in the following areas:

- basic skills: language, reading, writing, spelling, mathematics,
- science and social studies,
- communication skills,
- social/interpersonal skills,
- pre-vocational and vocational skills,
- technology skills,
- self-help and independent living attitudes, knowledge, and skills,
- positive attitudes toward self and others,
- productive work and study habits,
- art/music and creative expression,
- health and physical development,
- recreation and use of leisure time, and,
- civic and other responsibilities.

The curriculum includes instructional activities designed to facilitate positive interaction among all students in the school and encourage students without disabilities to accept and understand the abilities, needs, and feelings of their peers with disabilities.

## Program Coordination and Transitions

Regular education, special education, and vocational education programs are effectively coordinated through district-wide planning, communication, and evaluation efforts involving parents and personnel from all programs.

Transition programs are designed:

- to assist students who have moved from one program to another to adapt to and succeed in their new programs at levels commensurate with expectations.

There are plans to follow-up on students who leave special education and enter the regular school program or graduate from school.

## Continuum of Special Education Program Options

A full continuum of special education and related service program options is available to accommodate individual student characteristics, needs, abilities, and interests in accord with the principle of least restrictive environment.

Placement options include:

- regular class placement with indirect services, e.g., consultative services provided for the regular classroom teacher for implementation of the IEP;
- regular class placement with direct services, e.g., with supplementary services including resource rooms, aides and/or itinerant teachers;
- special class placement;
- day and residential school placement;
- instruction in homes, hospitals, or institutions; and,
- community-based programs.

## Relationships and Teaming

Regular education (academic and vocational), special education, and related services staff relate well to each other; they:

- see themselves as part of a team and value working as a team in planning and implementing IEPs;
- communicate and plan together often and productively to ensure program coordination;
- share information on student needs and progress among staff members currently working with the student, and with staff who will be working with the student in the future; and,
- work together to adjust lessons and programs as needed.

Cooperative efforts between regular and special education staff are directed toward increasing the opportunities for integrating students with disabilities in regular school programs.

Special education and related services staff, multi-disciplinary teams, and other resource personnel provide support, consultation, coordination, and technical assistance:

- to regular (academic and vocational) teachers related to modifying instruction and materials to promote the successful performance of students with disabilities in regular classrooms; and,
- to other school staff, parents and the community to facilitate the learning and development of students.

Special education staff understand and respond to the realities of regular education teachers' situations.

Regular education staff are supportive and willing to work with students with disabilities and special education staff to help with successful instruction in regular classrooms.

3. Staff and Staff Development is characterized by:

The district's developing and implementing a plan for ongoing staff development for all school staff to increase awareness, knowledge, and skills, and fostering positive attitudes.

District and building administrators explicitly supporting in-service programs.

Sufficient time and other resources being provided for in-service training of all personnel responsible for special education programming - special and regular education teachers and administrators, parents, volunteers, and related services personnel.

In-service plans being developed collaboratively by in-service clients, providers, and relevant constituencies.

Regular, special, and vocational education teachers and related services personnel:

- regularly participate in staff development activities such as in-service training, professional meetings, and review of professional literature, to upgrade their knowledge and skills;
- actively participate in the planning and development of special education and related services programs; and,
- assess the needs of students in their particular program areas and make professionally-based recommendations and appropriate contributions to the development and coordination of the district's long-term and annual program plans.

## STAFF DEVELOPMENT

Special and regular staff are informed of:

- identification services
- diagnostic services
- IEP development and placement services
- instructional and related services
- annual program review services
- the special education curricula
- parent and student rights, and
- community resources

Regular and special education teachers receive in-service training:

- in communicating with and working with parents, and in ways of reaching "hard to reach" parents;
- to assist in the integration of students with disabilities into regular classrooms;
- on methods and materials that are effective with the types of students they work with;
- that includes the demonstration and practice of effective teaching skills;
- in performing necessary support services (feeding, toileting, and cleaning) appropriate to the needs of their students; and,
- on the use of adaptive equipment and educational technology.

Staff development is provided for principals to: create strong two-way ties between the district office and individual schools; ensure that principals have leadership skills for long-term planning; and, increase their awareness of special education needs.

In-service training is provided for regular (academic and vocational) and special education staff related to appropriate educational programs for students with disabilities, including curriculum modification, job training, placement, and follow-up.

## EXEMPLARY PRACTICES

The final purpose of this paper is to document specific ways in which issues of integration have been addressed by the selected sites by their practices. Across the country, exemplary integration practices are emerging; these practices will become the models on which educators base the success or failure of future programs.

Practices which illustrate effective integration between regular and special education from our research can be divided into 5 component areas. These five areas include:

1) Identification: Who are the students being pinpointed as potential special education students? Who are the staff members responsible for identification?

2) Referral: Who is assuming responsibility for referring students to special education programs?

3) Instruction/Intervention: What are the processes used to effectively reach the special learner within the least restrictive environment?

4) Evaluation: What are the instruments being used to determine the quality of the program?:

5) Staff Development: How are regular education teachers being prepared to respond to the demands of the special student?

The remainder of this paper examines ten sets of practices selected from sites nationwide. Each practice was selected on the basis of two criteria. The first of these was recommendation by the state or district special education coordinator; this level of professional is in a position to evaluate the apparent success of programs within his/her jurisdiction and was used as the first line of contact with individual schools.

The second criterion used was a consideration of each program's effectiveness in light of the selected indicators that support integration published by the National R.R.C. Panel on Indicators of Effectiveness in Special Education (1986). These indicators will be specifically discussed later in relation to those that are the most key to addressing integration issues (the paper when the five areas mentioned above are examined in detail).

The selection was then narrowed to ten practices with the objective of presenting as wide a variety as possible without undue overlap.

Framework/Organization of Document

## LOOKING AT MODELS AND PRACTICES

For ease of examination, the best practices which support the integration between regular and special education in each of the 10 school districts selected have been analyzed and divided into the 5 components and charted on a matrix (See Figure 1). Each of the 10 models represented includes all five components; however, to avoid lengthy overlap, only one or two areas in each model has been highlighted. These components are detailed in the text of the document. The highlighted areas of each of the models are the ones that have been determined to best represent the Effectiveness Indicators. The individual school districts have approached the challenge of special education/regular education integration in ways unique to their local area, but each has developed a model consistent with the effectiveness indicators developed by the National R.R.C. Panel. Included in the document are the addresses and phone numbers a contact person in each district from whom more detailed information may be obtained.

Included in Appendix A is one model school district, Madison, Wisconsin, that has a major belief system of integration that drives all of its programs and services to students with disabilities. It is the only example that we have followed as a Research Committee that has articulated its beliefs to the purpose of this paper. See Appendix A.

**Figure 1**

| DISTRICT | I.D. | REFERRAL | INSTRUCTION | EVALUATION | STAFF DEVT. |
|---|---|---|---|---|---|
| 1. Post Falls, ID.<br>Joanne Wilson<br>District #273<br>(208) 773-1658 | | | Resource Room<br>- Co-teaching<br>Community Work Prog.<br>Vocational Special Needs | | |
| 2. St. Mary's Parish, LA. Roger Busbice, Principal<br>Julia Maitland Ele.<br>(503) 384-4986 | School Bldg. Community | | | Year-End Evaluation by Committee | |
| 3. Bloomington, MN.<br>MaryLee Enfield PhD<br>(612) 887-9168 | Teacher Judgemt Local Placment Tests, Child Study Teams | Reg. teachers responsible for different methodology to circumvent referral | READ: Language Arts Program | Longitudinal Studies | Resource teacher to reg. class for demonstration |
| 4. Orange Co., CA.<br>Fullerton H.S. Dist.<br>Maureen Miller (6)<br>(714) 870-5740 | | | "Learning Strategies Program", Focus: Changing child's rather than teacher's methods | Data base Program Evaluation | Resource teacher as consultant: teaching other teachers |
| 5. Seattle, WA.<br>Susan Albert<br>(206) 281-6839 | | Pre-referral at Elem. level, Bldg. based Problem solving Team & Teacher Assistance Team | PEER tutoring<br>Metacognitive approach to study skills | | Colleague teams<br>Coping strategies |
| 6. Riedsville, NC<br>Anne Brady: S.E.Dir.<br>920 Johnson St.27320<br>(919) 342-4201 | Building based support team | Assistance Team<br>Forums for discussion by Law* | | | |
| 7. Couer de' Alene, ID.<br>Pat Pickens, Dir.<br>(208) 664-8241 | | Building Education Team | Peer tutoring<br>Career/Vocational Program | | Madeline Hunter Format |
| 8. Williams Cone School ME.<br>Brenda Brown<br>(207) 725-4391 | Reg. teacher with Chapter 1 Funding<br>Tri-Services/Md. | Child Study Team | IBM "Writing to Read" Lab<br>Multisensory Approach | IEP based testing checkpoint tests in all grades | Teams - Tri-Services |
| 9. New Britain, CT.<br>Mary Lou Wojtusik<br>Smalley School<br>(203) 225-8647 | Early Intervention Model<br>NICHD Decoding skills test | Pupil Services Team | | IEP's curriculum based evaluation | |
| 10. Danbury, CT.<br>Anthony Minotti<br>63 Beaver Brook Rd. | | | Deshler Strategies<br>Peer Tutoring<br>Team Teaching | | |

## IDENTIFICATION

It is usually the classroom teacher who first notices that a child is not achieving or not exhibiting appropriate behavior for the grade level. Often the negative aspects of classroom behavior that fall into the affective domain, that is non-academic ones, are first identified by the regular teacher. The student in question may be unhappy, unfriendly, or find interaction with peers difficult. This student may respond poorly to frustration, often times with temper outbursts or other forms of classroom disruption. What does the regular classroom teacher do with a child exhibiting such behavior? Experience suggests that not only teachers but also the child's peers may tend to disassociate themselves from the problem child. Especially in the case where the rejected student is academically working on grade level, the first reaction might be to isolate or ignore the child until he/she "shapes up."

Special education practice reveals that such behavior manifestations are often indicative of learning disabilities. The Effectiveness Indicators (1986) suggest that systematic procedures be established to ensure that these cases, as well as all children, receive appropriate instruction and related services. It is important that all staff be aware of the procedures and processes for meeting the needs of any student experiencing difficulty prior to a formal referral for evaluation and possible special education placement.

In accordance with the Effectiveness Indicators, exemplary programs for identification should contain four basic components:

1) definite procedures for dissemination of identification procedures to parents and staff;

2) procedures for exploring adjustments in the regular education program prior to special education referral;

3) systematic efforts to locate students who may be in need of special education; and

4) procedures for referral by external agencies of special education students.

All five schools cited in this area use the team approach to achieve this goal. The first of these, the **Julia Maitland Elementary School in St. Mary's Parish, Louisiana,** utilizes an extension of the School Building Committee concept as a first step to be taken by the regular education teacher. A child is referred to a screening committee when a problem of any nature occurs. The committee is a flexible one but always includes the principal, two regular education teachers, the classroom teacher making the referral, and a representative of Special Services Personnel. The special services representative may be the assessment specialist or the school psychologist, depending on the nature of the problem. Also included may be a social worker or substance abuse officer, again depending on the nature of the problem. The parent is not usually included in the first conference but is included in any subsequent conferences.

The classroom teacher begins the process by sending referral forms to the program chair, who finds the child and follows up with specific questions. The committee then designs a behavior modification program for the child and implementation of this

program becomes the responsibility of the classroom teacher. The case is then considered closed but the child's performance is monitored. A file for committee and teacher review is kept in a central place and updated when necessary. The classroom teacher is in charge of instruction/intervention techniques and documents trials and errors.

If these procedures prove unsuccessful, the committee then initiates the procedures for formal assessments required by law to establish special education placement.

In the **Bloomington, Minnesota elementary schools,** identification for the alternate reading program is not elaborate. Using the results of local placement tests and teacher judgements, students are chosen who need a concrete approach to language concepts. The underlying premise is that these students need to be taught directly before moving to abstract concepts, but never is it considered remedial or corrective, only alternative.

In the **William Cone school in Maine,** eight classroom teachers have been actively involved in a model used by Tri-Services Corporation of Chevy Chase, Maryland. Tutors funded by Chapter 1 and the special education specialist are involved in identification training for the regular classroom teacher and strategies for coping with the special learner. Early identification of the special needs student is then possible by the regular classroom teacher. Because a student may compensate for learning disabilities in the primary years and not receive needed help, problems often are noted at about the third or

fourth grade. It is to this group of students that identification strategies are especially addressed.

The schools in **Riedsville, North Carolina,** operate identification procedures through a building-based support team. Both regular and special education personnel meet with the building administrator to share problems and establish a forum for discussion. Ownership and responsibility for student problems is shared by all involved staff members.

The **New Britain Consolidated Schools in Connecticut** have developed a process called the Early Intervention Model which is presented in detail in Appendix B.

## REFERRAL PROCEDURES

[The referral process is governed by the laws of due process and student rights. Therefore, special care must be taken both to assure the rights of the student and also to document how and by whom the process was accomplished. While this legal process can seem at times unnecessarily cumbersome and time consuming, it helps to curb wholesale dumping of "difficult" students on the special education doorstep.] The Effectiveness Indicators suggest that referral procedures:

- are specific and are disseminated to all school personnel;
- follow a written format including reasons for referral, and questions to be answered through multi-disciplinary evaluation;
- assign specific responsibilities for each student's evaluation, case management, and/or follow up; and,
- protect the student's due process and procedural safeguard rights.

Even more than in the identification process, the exemplary models for referral utilize a team approach. The processes used in these models are a far cry from the usual battery of tests administered simply for placement in the special education program. These procedures and tests are goal oriented. Their purpose is to determine the best way to meet the child's needs with the resources available. A multi-disciplinary approach provides the team with more information than merely test results.

In the **New Britain, Connecticut, Consolidated Schools,** a Pupil Services Team has proven successful; so successful, in

fact, that of 174 referrals this year, only 25 are possible special education candidates. The team is a large one, including the two district psychologists, a social worker, a regular education teacher, and the program chair. This group meets weekly to discuss referrals and to begin processing the necessary forms. One of the team members is assigned as case coordinator and gets in touch with the referring teacher. Together these two pinpoint the basic problems, behavioral or academic. The regular teacher is then offered intervention strategies. A check list is established and progress is monitored. In approximately ten weeks, the student is re-evaluated.

In the Williams-Cone School in Maine, the identified child is referred to a child-study team. Again, group resources are used to formulate a file of student observations and test results. Parents are also involved in monthly meetings once a child is determined to be eligible for the program. Home/school cooperation is a prime mover in this model, and the aim is to develop parental awareness of characteristic behavior manifestations of students with learning problems. This awareness on the part of the parent, the teacher, and the child provides a starting point for developing coping strategies taught through the TEAMS project. The approach is a holistic one, taking into account all available data on the child to determine appropriate curriculum, intervention strategies, support services and resources.

The Child Study Team is a school based, pre-referral/placement team designed to examine learning problems experienced by students in regular classrooms. The scope of the problems addressed by the Child Study Team (CST) includes academic, social and behavioral attributes that may inhibit the student from benefiting from instruction in the regular classroom. The CST is a vehicle by which any or all of the classroom teacher, the parent, the tutor and/or others may implement teaching and management strategies to compensate noted skill deficiencies.

The purposes of the CST are to:

- provide consultation and support to the classroom teacher, parent and child;
- specify a problem statement and develop alternative instructional/management strategies;
- document attempted strategies and evaluate outcomes.

This is an ad hoc group and is convened by the regular classroom teacher. It is intended to be informal and less intricate and procedural than the formal PET process. The sample recording form of team action is listed below.

WILLIAMS CONE SCHOOL, MAINE

CHILD STUDY TEAM FORM

Date of CST Meeting: Persons in Attendance:

Child Name:

Grade:

Teacher:

Identifying Data:

DOB:

OTHER:

Problem Statement:

Suggested Strategy:

Outcome:

Recommendations:

In Couer d'Alene, Idaho, special education referrals are handled by a Building Education Team: the principal, the special education teacher, and the school psychologist attend weekly meetings. This program is seven years old and has developed into such a good screening process that the LD enrollment has been kept to 3.5% of the school population in an era when referrals and LD placements have risen dramatically in many districts.

In Seattle, Washington, the Building-Based Problem-Solving Team acts as a brain-storming forum, with the regular education teacher upon referral invitation. After submitting written documentation of the problem and the kinds of intervention techniques attempted, the teacher meets with the special education teacher, the school psychologist, the principal, and any other resources necessary in a particular case. Together they look for options. The program then goes one step further in that there is a Teacher Assistance Team made up of the special educator and the psychologist. This team may come to the classroom on request to help the teacher with observation or intervention strategies. There is also a diagnostic teacher for demonstration when the regular teacher is unsure of her role or competence level.

In the state of North Carolina, intervention before referral is required by state law. In the Riedsville schools, a standard committee meets weekly and acts as a forum for discussion of referrals and pre-referrals. The focus is on ownership and the issues are resolved with the understanding that responsibility for students belongs to both regular and special education.

## INSTRUCTION/INTERVENTION

When addressing modification of the regular classroom to accommodate the special student, there are four areas to be considered. These are instructional planning, instructional time, instructional practices, and school and classroom climate. The last two are easily observed and are probably the first areas addressed when special education/regular education interface is contemplated. These two will not be effective if the first two areas, planning and time, are not given equal consideration. P.L. 94-142 requires an IEP for each child, and the teacher must have the time and skill to develop that plan in a way that best suits the individual learner. Time must be taken in the classroom to accommodate the diverse learning styles that a heterogeneous interface implies. Additionally, it is important that the instructional programs for mainstreamed students be on a par with regular education curricula as well as assuring equal educational opportunities within the least restrictive environment.

Effectiveness Indicators calls for Special Education curricula designed to assist the special student in the basic cognitive skills, as well as in areas of productive work and study habits, health and physical development, and civic responsibility. The curriculum should also include activities designed to facilitate positive interaction among all students in the school and to encourage students without disabilities to accept and understand the needs, feelings, and abilities of the special student.

Meeting these criteria set down by the Effectiveness Indicators is a challenge that is being met in large part by the exemplary models that follow.

The high school in Danbury, Connecticut, serves 1900 students in grades 10-12. To serve the 244 students identified as handicapped, a team-teaching approach was implemented. The resource-room teacher had been acting as a liaison with regular education teachers, but found that to facilitate and monitor the interface program, more services were needed. A grass-roots movement involving four special educators in the regular classroom will be enacted, expanding the number of team classes to seventeen next year. Students attend regular classes in which the team approach is used. They may be in the regular classroom for as many as four periods a day. They can then receive special attention in the resource room for one period. The regular teacher is using a strategies intervention model developed by Don Deshler at the University of Kansas Institute of Research in Learning Disabilities (KU-IRLD) to present the regular curriculum. The model consists of three major components and each of these is comprised of several subcomponents. This model is illustrated in the following figure.

COMPONENTS:

| CURRICULUM | INSTRUCTIONAL | ORGANIZATIONAL |
|---|---|---|
| task-specific learning strategies | acquisition procedures | communication procedures |
| executive strategies | generalization procedures | management procedures |
| social skills strategies | maintenance procedures | evaluation procedures |
| motivation strategies | group instructional procedures | teacher training and adoption procedures |
| transition strategies | material and instruction modification procedures | |

(Schumaker, Deshler, Ellis: Psychological and Educational Perspectives on Learning Disabilities, 1986, Academic Press, p. 334.)

The special student receives additional support through a peer tutoring program that is computer-based. An interesting aspect of this program is that administrators as well as regular teachers are involved in the team plan. The special educators provide the initial training and support to regular teachers and peer tutors.

The **Couer d'Alene School System** also offers a Vocational/Career Program that involves students identified as LD, EMR, and TMR. In fact, at the high school level, 35% of students classified as TMR are placed in some kind of community work. The usual arrangement is to go out into the community for 1/2 day as part of a supervised work crew.

In the **Williams-Cone Elementary School in Topsham, Maine,** special students seem to be learning more quickly in the regular classroom and seem to be more relaxed about learning. The school staff has been involved in a training program designed and delivered by Tri-Services Corporation of Chevy Chase, Maryland.

Based on Department of Education findings of what kinds of teaching strategies provide the most effective education, teachers have been involved in curriculum modification techniques that involve adopting a multi-sensory approach to most disciplines and the Slingerland Reading Method, which stresses structure, organization, failure prevention, and the use of technology with computers in the classroom. The program "Writing to Read" is being used on six IBM computers for the kindergarten and first grades. This program will expand to include word processing as well. More information about these copyrighted

strategies can be obtained from Tri-Services Corporation in Maryland.

The schools in Couer d'Alene, Idaho, present an exemplary program which integrates the traditional senior high school with peer tutoring, vocational/career programming, and a community-based transition program for mainstreamed special students. The district exemplifies Madeleine Will's recommendation to the Secretary of Education (Educating Students with Learning Problems - A Shared Responsibility, November 1986) that a desirable educational environment is one in which the system brings the program to the child rather than bringing the child to the program.

The outstanding success of this school program is attributable to several factors. The program works because, first of all, there is commitment on the district level for establishing a positive, accepting climate toward the program. A second factor is the work of an exceptional program coordinator, a sales person as well as educator, whose task is to make sure the program is well-received. The third factor is active involvement by administrators in all special education functions from the referral process to extra-curricular activities.

In the district's Tutoring Program, students receive elective credit for their work with special students. This work can involve class attendance with a mainstreamed colleague, note-taking or review for the mainstreamed student, or eating lunch with a student needing help in social skills. The mainstreamed student attends regular classes with the help of a student tutor.

This contact increases both the opportunity to learn social skills on the part of the mainstreamed student and the opportunity for understanding and acceptance on the part of the tutor. Powell, in The Shopping Mall High School (1985) describes the lack of opportunity for development of these social skills as a major problem with most special programs. Through their peer tutoring project, the Couer d'Alene schools have successfully overcome this hurdle.

In the **Fullerton High School District in Orange County, California,** teachers have been trained over the past four years to use a "learning strategies program," a curriculum-delivery model designed to meet the needs of the LD student. The attempt by classroom teachers is to make the LD student an active participant in the interface model classroom. The focus of this program is basically an attempt to modify the student's learning strategies rather than the teacher's methods. Because of this program, students with learning problems can often be placed in the regular classroom 100% of the time with an IEP or with use of the resource room as a consultation service only. In evaluation techniques such as writing paragraphs, it has been determined that these students are doing as well as their contemporaries in the regular program.

The **schools in Seattle, Washington,** have an interesting name for their interface program--the "generic" classroom. When the regular teacher in one of these classrooms has a problem, the diagnostic teacher can be called upon to provide a classroom demonstration. Support services, such as a signer for the

hearing impaired, are provided to the regular teacher. The modified classroom approach to curriculum is a metacognitive one and is based on the writings of Jan Scheinker (White Mountain Publishing). The **Seattle School District** has also developed a peer tutoring program that is modeled on direct instruction techniques. Since teaching is one of the best ways to promote competency, both regular and special education students serve as tutors.

The program is based on structured lessons and has a manual of specific steps for students to follow. This program is scheduled as a credit class in the secondary schools and the general response to it has been positive. Students feel it is a great program and want to participate. At the present time, while the district is collecting specific data on achievement and it appears both sets of students are achieving more, there is no control group--conclusions must only be inferred.

In **Post Falls, Idaho,** co-teaching involves a collaborative service delivery model designed for at-risk secondary students. Resource teachers spend a portion of their instructional day teaching with a regular educator. These classes are the ones required for graduation and which tend to have high failure rates for mildly handicapped students and other non-categorizerd students with learning difficulties. The major functions of the program are: to reduce the student-teacher ratio, thus providing more time per student; adapting the regular curriculum; and focusing not only on study skills, but also on reading and writing in the content area. Resource teachers currently co-

teach using this model in junior high science and social studies, high school math, geography and science.

Senior high school students may participate in the vocational special needs program which serves handicapped and disadvantaged students. In a Work Experience component, students receive actual on-the-job training on campus or in local businesses for up to two hours per day. Approximately 45 job sites have been located within the community. In addition, students receive training in how to locate job opportunities, how to complete applications, interviewing, and job-keeping skills. The special needs program also offers adapted courses in small engine maintenance and pre-vocational shop.

Representatives from the various local agencies which provide educational training or residential services are included in Child Study Team meetings when appropriate. They are included in discussions of the post-graduation needs of the handicapped student. Students also receive pre-employment skill training through support work crews for the severely handicapped and the Vocational Special Needs Program for the mild to moderately handicapped.

The severely handicapped students at the secondary level participate in the community work program for up to two hours per day. This is a supported work crew model with job placements in local churches and the senior citizens center. The community work supervisor utilizes task analysis in training and monitoring student progress.

One of the major goals of the school system in Bloomington, Minnesota, is to involve all LD students in an interface program. To accomplish this goal, far-sighted administrators implemented a language arts program called Project Read 10 years ago. The program, designed especially for LD children by Dr. Mary Lee Enfield, is divided into three parts. Phase I is a multi-sensory approach to teaching systematic phonics based on a modification of the Gillingham-Stillman method of language remediation. Phase II was developed to meet the needs of students who needed alternatives to traditional decoding skills and who also needed to acquire the skills for comprehensive reading through a structured multi-sensory approach. Phase III of the program encompasses written expression and literature. Presented in grades 5-9, it is an alternative to the regular English program.

This program is not for every child. The district holds tightly to a belief in alternatives. They operate on the premise that students should be placed in a reading program according to individual learning style. By providing alternatives to traditional presentations, the district is able to eliminate reading groups and thus the traditional pecking order. This helps bring dignity to those who especially need academic successes.

## EVALUATION

A component that is equally as important to program effectiveness as instruction, staff development, identification and referral is evaluation. Unfortunately, evaluation appears to be the weak link in most interface models. Why is evaluation so important? Unless a model can concretely demonstrate that it has merit or unless provisions have been developed to test a program's worth, there is no way of knowing if the effort and expense are futile or worthwhile. The Effectiveness Indicators points out that systematic program evaluations provide the information needed to make decisions on the interface process. Evaluation provides information about the impact of programs designed for students with disabilities.

The Effectiveness Indicators calls for an evaluation process that: 1) includes all concerned groups; 2) is data based; 3) provides for dissemination of the resulting reports; and 4) includes plans for changing and improving program weaknesses when they are highlighted. Most programs eliminated from this search for exemplary models were omitted due to weak evaluation systems. Many models simply did not include the important evaluation component, but a few notable exceptions did surface and they are described as follows:

California has developed a state wide system that stands as a leading example of evaluation within the special education field. It has as an impetus the support of the state superintendent of public instruction who holds the idea of a

state-wide data base as the ideal for program evaluation. All school districts in the state are encouraged to apply annually for exemplary program awards. A committee of eight persons including: parents, university representatives, public school teachers and administrators, members of the advisory committee and staff from the State Department of Public Instruction, visit the top 10% of applicant schools. They look for innovative teaching methods, evidence of parental support, and the quality and extent of mainstreaming programs. In fitting with the Effectiveness Indicators, the program is an evolving process that changes and improves over time. The contact person for this activity is Dr. Gordon Duck, Consultant, Special Education Division of the California Department of Education (916/322-5038). Dr. Duck has characterized this project as uplifting; he attributes the enormous amount of interest in it to the qualitative nature of the project and feels that recognizing quality in programs will only help improve effectiveness.

Attached in Appendix C are examples of forms used for both the data bank and applications for the exemplary program awards.

Classroom teachers in the Couer d'Alene schools are evaluated by supervisors using the Madeleine Hunter Model of Teacher Effectiveness. The model, Instructional Theory into Practice (or ITIP), is based on a synthesis of research in teaching and learning and on an analysis of the Teacher's instructional decision-making. The research was conducted primarily at the Laboratory School at UCLA, and the idea is to analyze action to improve performance. The clinical theory presented by Hunter is based on the eight points which follow:

1. Learning is our concern but instruction is what we control, therefore we should focus on and be held accountable for our instructional decisions and actions.
2. If teacher and student behaviors are directed to a specific objective rather than randomly, the probability of intended student achievement will be increased.
3. Everyone can learn the next thing beyond what is known and only the next thing.
4. Achievement will be accelerated if the teacher monitors the effectiveness of student/teacher actions and adjusts instruction accordingly.
5. There exists a substantial body of knowledge articulated as principles of learning which, when appropriately implemented by the teacher through teaching decisions results in increased motivation to learn, an accelerated rate and degree of learning, improved retention and transfer of that learning to new situations requiring problem-solving, decision-making, and creativity.
6. Professionals continue to improve their performance if they know what they do well and why. They continue to improve if they learn theory-based, effective alternatives to less satisfactory decisions.
7. Most teachers demonstrate eagerness to improve their professional skills.
8. Artistry in teaching cannot be taught but is based on science which can be taught.

(Davidman, Leonard, 1984)

It is interesting to note that in a teachers' self-rating evaluation after a Hunter in-service, teachers believed they were more effective and they also expressed more confidence in their ability to teach all kinds of students.

In the Williams Cone School in Maine, the model developed by Tri-Services includes provisions to evaluate both teacher and student performance. Teachers are encouraged during staff development to make audio tapes of several lessons. They are then to listen carefully to their own speech patterns and design means of self-improvement. For example, they listen for the number of incomplete sentences used. While many students will automatically finish an incomplete sentence mentally, the handicapped student may be unable to do so. A great many incomplete sentences may result in confusion. Teachers are also instructed to listen for the number of abstract concepts they refer to, the level of their vocabulary, and the sophistication of the concepts they use to develop new ideas.

Teachers are also advised to use daily, direct evaluation techniques to test mastery of a skill. The teacher must be aware of alternate means of assessment and subsequently use them. This is not to circumvent high standards. Students must meet the mastery level called for in their IEP, but the approach to mastery may be changed. Besides academic progress, the model calls for evaluation of the student's social and emotional growth as well.

The Read Program in Bloomington, Minnesota, has a data based assessment model that is longitudinal in nature and measures a

student's reading progress. By use of pre- and post-test scores, gains are measured across grade levels for the students participating in the program. Results show that students are making remarkable progress. Evaluation data for the initial three years revealed a statistically significant gain in reading skills. Teachers also notice a drop in behavior problems, and the self-concept of students (once failing but now learning) has tested more positive. See Appendix D.

Rather than a year-end evaluation only, the model used in New Britain, Connecticut, calls for periodic evaluation throughout the year. Strategies to reevaluate the IEP's are prescribed. Evaluation is to be curriculum-based and individualized with parents playing an important role.

The Julia Maitland Elementary school in St. Mary's Parish, Louisiana, uses the School Building committee for year-end evaluations. Standardized forms are used to facilitate the process and strengths and weaknesses of the program are charted. On the parish level, instructional specialists are designated to provide supervision and evaluation.

## STAFF DEVELOPMENT

The goals of outstanding staff development programs include not only compliance with the law but also a creative approach to the challenge of the heterogeneous classroom. Federal statutes require that certain identification procedures be followed, that every special education student be afforded due process, and that IEP'S be developed for every student receiving funds under special education laws. These requirements alone demand comprehensive training for the regular education teacher who will be working with students in the mainstream. This training requirement, seldom addressed in undergraduate programs across the country, leaves training responsibilities to the state or local district. Regular education teachers need more guidance than merely schooling in the legal requirements. Special students have needs and exhibit behaviors that must be dealt with daily. For this aspect of the special education/regular education interface, a more comprehensive approach to staff development is necessary. In many districts, this training responsibility has fallen on the shoulders of the special education department. In others, outside consultants have been hired.

Effectiveness Indicators goes a step further than the law and demands that in-service programs not only increase knowledge and skills, but also foster positive attitudes toward the special student. They demand that administrators be supportive and that staff development include the entire staff, not just the

professional component. In addition, the most effective staff development programs involve parents and ways of reaching parents who have been difficult-to-reach in the past.

The Williams Cone Elementary School in Maine serves a rural district. The current effort for integrating LD students into the mainstream in this district is a result of long-range planning by a far-sighted superintendent and his acceptance of a community that wished to be involved in this planning.

Because the LD classification of special education was the fastest growing component of the Special Education Program, and because teacher training at the university level was perceived as inadequate to cope with the behavior problems often exhibited by these students, it was decided to contract the services of a private, non-profit education agency, the Tri-Services Corporation in Maryland. The goal of this staff development project, entitled TEAMS, is to broaden and share the accountability for all student learning. TEAMS stands for Training in Educational Alternatives for Mainstreamed Students and is a total milieu approach to staff development. It is based on the assumption that traditional teacher preparation programs seldom include the necessary knowledge and skills to instruct students with diverse learning styles. Through the TEAMS project, regular and special teachers are expected to increase their competence in identification of and service to children with learning or behavior difficulties. Specific principles, based on research findings by the Department of Education, are the underlying assumptions on which the program rests. These

principles include: (1) the assumption that teachers welcome professional suggestions about how to improve their work, but they seldom receive them; (2) since the amount of time in which students are actively engaged in learning is directly proportional to achievement, the management and instructional skills of the teacher and the priorities set by school administration are crucial; and (3) students learn more when the teacher explains exactly what is to be learned and can demonstrate steps to be taken to accomplish a particular academic task.

The training population is made up of regular classroom teachers, special educators, and district and subject specialists, as well as parents, volunteers, school board members, and community leaders. Over a period of time that encompasses five phases of development, these participants are trained in intervention and instruction techniques that have proven successful for the special learner.

As a result of this special training, the William Cone School has been able to mainstream 35 LD students during the first year of implementation. Students and teachers both remark that learning in the regular classroom has been quicker and more relaxed for the special student.

The public school in Seattle, Washington, exhibits such a diversity of population in general that acceptance of a special education/regular education interface was not a problem. The concern, however, was that the regular classroom teacher lacked adequate preparation to cope with the special student.

Established programs for staff development, where coping strategies were an ongoing concern, were addressed to the special education teachers only. As in many other districts across the country, the special education personnel had to make the effort to expose the regular teachers to these strategies. A colleague team model was conceived for staff development involving administrative support, teams helping teachers, and teachers helping students. A proposal for implementation and follow-up of a Regular/Special Educator Colleague Team Model has been approved by the district.

The Fullerton District in Orange County, California, has used a systematic in-service system based on an eight step program developed through the University of Kansas. Regular classroom teachers have been trained over the past four years to use a "learning strategies program," a curriculum approach developed to meet the needs of the LD student. For the first time in California, the training will be taken over by local personnel. Resource Service Personnel will train other teachers and also consult. This program had proven successful and teacher acceptance of mainstreamed students, initially a difficulty, is improving due to feelings of competence on the part of the regular classroom teacher.

The Bloomington, Minnesota, schools offer a legitimate alternative to the reading program called Project Read. This structured, multi-sensory approach to the regular reading program is a development of Dr. M.L. Enfield and has been successfully used in the district for fifteen years. The program began as a

pilot in one building. There, the resource teacher went to the regular classroom and, using the bottom reading group (some of whom were identified as special education students and some of whom were not) as a demonstration group, taught an alternative reading system for three weeks. The regular classroom teacher then resumed teaching the pilot program with the resource teacher returning again to demonstrate a lesson every few weeks. A control group for comparison purposes indicated that success was achieved and that low achieving students were learning to read quite well; but, even more was happening than achieving success in reading.

By offering a legitimate alternative instead of just remedial help and by placing students in reading groups by categories based on learning styles, students were offered dignity that regular grouping does not allow. The "pecking order" was eliminated and teachers began to think about programs horizontally instead of in the usual vertical arrangement.

Today the program is implemented through ten Project Read teachers, former classroom teachers who have been trained in this specific educational technology by the Project Read director. They, in turn, have trained regular classroom teachers through demonstration teaching and in-service consultations. The Project teachers and the director continue to field test program materials and teachers' guides. They also provide basic and supplementary materials such as worksheets and tapes to teachers. This training program is offered to teachers through summer workshops that last from one to three weeks and can be tailored to suit the needs of districts throughout the country.

The schools in Couer d'Alene, Idaho, are using the Hunter Staff Development Model. This model was developed by Madeline Hunter from observations and research done while serving as principal of the lab school at UCLA. The specifics of the model were discussed earlier in this paper and also enjoy much popularity in the literature and, therefore, will not be outlined in this portion of the paper.

## SUMMARY OF SIMILARITIES

In telephone conversations with literally hundreds of school district personnel, it would seem probable that hundreds of different opinions on what constitutes effective interface programming could be gleaned. This was true when addressing specific local problems and the means to most effectively deal with those problems, but there also emerged a list of recurring criteria for program success that transcended local boundaries. From Maine to California, the voices of special education directors echoed one another on several points when asked what made any program successful.

The first of these frequently mentioned points focused on a need for strong local input. District representatives called for less federal restriction without loss of federal funds. The opinion in many districts was that regulations stipulating how federal money was to be spent was an impediment to creative or effective program development by the specificity of federal funding regulations. While most programs could not exist without the funding, it became a task not to allow a fragmented approach to develop because of it. Most local districts were willing and anxious to rely on local expertise to effectively deliver a hand-tailored program. Demonstrating this locally-generated concept's importance to program success, Tri-Services, a non-profit service which provides staff training, has district-tailoring as one of its expressed goals. A common complaint among districts indicated that while federal funds have made programs possible,

the corresponding regulations have made experimentation or research virtually impossible.

A second similarity found among school districts was that a strong program resulted from a strong administrative commitment. Persons at all ten exemplary sites remarked that without the impetus of supportive administration, special programs would falter. Many named the superintendent as the key visionary in implementing and maintaining these programs. All districts cited long-range planning as a necessity for a successful program. Additionally, administrative awareness of the needs of the program was seen as imperative in keeping it afloat.

A third similarity found among successful programs was the belief that the building principal provides important support and leadership for program implementation. For instance, it is the decision of the building principal to develop a flexible time schedule to accommodate the special learner. It is the building principal who sees that time is established for communicating among team members--planned time during the regular school day that does not interfere with teacher-planning periods or lunch breaks. It is often the buiding principal who leads the building-based support team or the school building committee. It is often the principal who determines where and how often services are to be conducted within the individual building. Especially on the elementary level, the building principal acts as liaison between special services personnel, regular personnel, and parents. The consensus attests to the importance of a concerned, compassionate building principal as leader.

The majority of opinion in districts contacted was that without parent and community support, most programs would not be as effective and many would not exist at all. All exemplary programs have provided for parent support groups during planning, implementation, and evaluation stages. Among districts, the focus of parental and community programs differed with the focus of local concerns but all cited parental and community support as a key to successful program maintenance. Most also described an amazing improvement in attitude toward the school as the parents and community became part of the project. A common comment was that once ownership in the model became established, members of the community became more willing to devote time and resources to it.

A final point of similarity was a concern for staff development. Many program directors, when interviewed, expressed feeling a keen lack of university support in the area of personnel development. Special education teachers are often prepared to deal with an interface model but regular education teachers, more often than not, lack the background knowledge that would allow them to deal effectively with the special learner in the classroom. Often this lack of training was attributed to the termination of federal funding for training programs. In spite of the push to establish an interface model, directors are finding themselves working with a staff basically unprepared for dealing with special students. The task of local staff development has fallen on the shoulders of the special education department in many instances. Many districts provide

developmental activities for personnel expressing an interest in participating in the interface program, but the exemplary districts involved the entire staff, from custodians to administrators, in training projects. The purpose of the training is to enable all school personnel to effectively involve all students in the schooling process. All exemplary staff development models focused on personnel preparation rather than any kind of curriculum development. Participants were not instructed in particular content areas or teaching styles. Rather, intervention strategies, methods of coping, and evaluation techniques were common areas mentioned when staff development was discussed.

## APPENDIX A

## Evolving Organizational Structures

## In Special Education: The Madison Example

Dr. Lee Gruenewald
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# Evolving Organizational Structures in Special Education The Madison Example

*Lee J. Gruenewald, Ph.D.*
*Ruth Loomis, M.A.*

One integrating instructional program with options for all students is the basic belief and foundation upon which all educational programs and services are developed and provided for students in the Madison Metropolitan School District. The implied goal may never be completely achieved, but this statement provides a point of view so that the district momentum never becomes static, but is always in a state of "becoming" as its organizational structure and program delivery evolve. For this goal to be made operational it must be supported by the Board of Education, central administration, (including administrators in special education and curriculum) principals, and the staff in schools. In addition, the organizational structure must be arranged so that it enables this goal to become a reality.

When thinking about the concept of *integration* it becomes necessary to consider the ramifications of that word as though one were looking at an object through a prism. As one turns the prism one sees the same object from different points of view. To this district the words "integration" or "integrating" represent a particular point of view or state of mind.

Integrating a school system takes considerable time; in fact, it may be administratively inefficient compared to an authorization or centralized approach. The outcomes from both approaches are extremely diverse. While an imposed centralized approach tends to result in compliance and short-term gains, efforts predictably diminish, over time, from lack of ownership. The outcomes from the point of view of "integrating", however, are participation, ownership, and trust, which result in better problem solving and commitment to the goal. The concept of integrating becomes active and leads to a system, over time, that becomes more responsive to problems and solutions and becomes pervasive in how people think and behave in all aspects of the educational enterprise.

## Rationale for Evolving Integrating Organizational Structures

Assuming that the centralized approach to the delivery of exceptional education programs in a school system is more efficient, easy to manage, and less costly, then why should a school system embark on developing organizational structures from the point of view of integrating that seem to be more

inefficient, more costly, and obviously more time consuming? An initial response to this question is offered by Kanter (1983) in her book, THE CHANGE MASTERS:

"I found that the entrepreneurial spirit producing innovation is associated with a particular way of approaching problems that I call "integrative": the willingness to move beyond received wisdom to combine ideas from unconnected sources, to embrace change as an opportunity to test limits. To see problems integratively is to see them as wholes related to larger wholes and thus challenging established practices—rather than walling off a piece of experience and preventing it from being touched or affected by any new experiences" (pg. 27).

These ideas expressed by Kanter (1983) support the rationale for the professional staff for continually integrating programs and services in the Madison Metropolitan School District.

The primary purpose of delivering one integrating instructional program with a variety of options is to attempt to meet the individual learning styles and needs of all students. This means the educational program must include a comprehensive but flexible range of programs and service options. All students must be provided access to equal opportunity to learn and efforts must continually be made to improve the learning environment and the assessment/instructional strategies.

An integrating educational program also assumes coordinated working relationships with parents, community agencies, and all school staff to ensure that appropriate and meaningful programs and services are provided to all students. This is a time consuming effort in both developmental and maintenance stages. One quickly learns that working in an integrating environment demands communication with a variety of people and reinforces interdependency among staff in implementing the student programs, instructional and administrative teams. This interdependency is especially important at middle management. Administrators of special education and principals play key roles in integrating staff programs and students. Without the commitment of middle management to this goal the concept of integrating would be just that — a concept.

The goal and tenets expressed in this rationale have not been fully achieved. They are likened to the pledge, "with liberty and justice for all", a concept that may never be completely internalized. One can never say "amen," but in our pursuit of becoming an integrated district we must continue to focus more of our resources and attention on achieving our goal rather than on controlling what we already have.

## Major Beliefs

The rationale underlying the goal of one integrating instructional program with options for all students must be based on a major set of beliefs. These beliefs form the philosophical foundation for building the organizational structures and service delivery systems to enable the district to be an integrating system. These beliefs have major implications for the allocation of resources, personnel, equipment, materials, physical space, and staff as well as affecting community attitudes toward handicapped persons. In fact, these beliefs are the underpinnings of integrating a school district. One cannot talk about integrating children without the total school organization verbalizing and practicing these beliefs.

These beliefs are:

1. No child is too handicapped for placement in an appropriate educational program and in a school with nonhandicapped peers.
2. All students should be in chronological age-appropriate environments.
3. Handicapped children should participate to the maximum extent possible in the regular education program which may include the academic component, the non-academic component, and/or the extracurricular component.
4. All special education programs must be a part of the school district's total instructional program and not operate as a parallel system.

5. All necessary related support services the student needs to fully access the educational program should be provided, such as transportation, and physical and occupational therapy.
6. There must be an articulation of the curriculum K-12 and 3-21.
7. Programs should be geographically distributed throughout the district so that a handicapped student may attend school as close to his home as possible.
8. Placements in special education programs must be determined by an ecological assessment of the child's educational needs and not based on specific test scores alone.
9. Parents must be involved in the assessment and educational process as well as the transition from school to vocational or other post-school instructional settings. They must be involved in study groups and task forces, and, of course, be listened to regarding the needs of their child in developing the Individualized Education Program.

## Issues and Dilemmas

Historically, the State of Wisconsin had long-standing permissive legislation (1918-1973) for handicapped children. In Madison during the 1940's, 50's and 60's, with full support of the Board of Education and the district administration, services were provided in the traditional medical/educational model which isolated many handicapped students in specialized environments in the belief that they could not benefit from regular education or even in proximity of heterogeneous groupings of students. The district during that thirty-year period did offer a fair complement of services, except for the moderately/severely retarded and learning disabled students. Programs for moderately/severely retarded and learning disabled students were implemented in the late 60's. The other components of categorical programs were in place although in segregated settings. Speech and Language, Occupational and Physical Therapy, Homebound, and Hospital programs were offered.

The Pupil Services organizational chart in 1965 reflects a centralized operation which was in itself isolated from the mainstream of instruction. This system was parallel to the district organization with minimal interface. The Director for Pupil Services reported to the Assistant Superintendent of Schools, but was not a member of any district instructional management team as such, but rather, received approval for program development on an individual, isolated basis. (See Figure 1).

When the present Director assumed his position in 1976, he inherited an organizational structure as depicted in Figure 2. The major change from the 1965 organizational chart to the 1973 organizational chart was that the Specialized Educational Services Director was elevated to equal status of other instructional directors and became a voting member of the District Administrative Management Team. In addition, the chart shows that special education programs expanded; however, the majority of special education programs were still delivered as a system parallel to the regular or non-handicapped educational program. The district operated a special school and wings of regular schools housed special education children. The Department of Specialized Educational Services had its own budget and operated its own staff development and curriculum development program without integration of budget or staff and/or curriculum development with regular education programs. The district had a centralized orthopedic program. All purchasing, management, and service delivery were done separately from the regular education organizational structure.

What are the issues or dilemmas in changing the model? The district came to realize that parallelism could not be reconciled or be compatible with the departments in the district's emerging and changing beliefs. The organizational structure did not support a stance of parallelism. The problem of organizational parallelism is primarily the result of communities not embracing the education of all students within the school setting. This lack of equal educational opportunity resulted in the formation of special advocacy groups who supported special legislation and the development of special funding sources to support equal opportunities. This prompted school districts to develop special management structures and special service delivery systems to implement programs. In the

process these programs developed parallel to, rather than a part of, the existing instructional program.

Resources were provided by the Board of Education; however, not all persons believed that the provision of equal educational opportunities required the unequal distribution of resources to meet diverse needs. This is an extremely important principle which must be understood by all within the educational enterprise. Furthermore, an integrating program will be more costly regardless of how efficiently the resources are managed. Higher cost is an issue in developing an integrating program.

Another issue of parallelism is "centralization versus decentralization." The district's model was centralized. The district warehoused children such as the mentally retarded and the orthopedically handicapped; and the overall program was economically efficient and programmatically efficient in some respects. This all reinforced parallelism, but ***it was not in the best interests of educating handicapped students.*** If handicapped students are expected to live, work and play in the real world in a heterogeneous society, it is the school's responsibility to teach them in real heterogeneous environments, beginning at an early age.

Another important issue revolves around advocacy. Advocacy for programs is healthy and necessary and must be continued. Specific interest groups, specific funding sources, and specific legislation, however, lead to parallelism and to lack of ownership of special programs by school personnel. The question is, do special educators have *"our"* students and regular educators *"their"* students, or do all educators educate *"all"* students? The same issue of ownership is also inherent in the administrative territory. Who selects the staff? Who evaluates the staff? Is it the principal's teacher when evaluation is easy, or is it the special education administrator's teacher when there is a question of incompetency? For too long, handicapped persons have been viewed as surplus population; or, as Edwin Martin has expressed it, "considered as the fourth world population relegated to a position of reduced value in our national and international lives." In summary, all of these moral, philosophical and civil rights issues formed the genesis for change within the Madison School District in the late 1970's.

## Events Causing the District to Change its Organizational Structure

In the early 1970's the Board of Education supported the application of federal money and continues this support today, in cooperation with the University of Wisconsin, to develop new approaches for the education of moderately/severely retarded students. This partnership in the early 70's with the University of Wisconsin Department of Behavioral Disabilities, led to a partnership in Early Childhood Handicapped Education, Communicative Disorders, Educational Psychology, Social Work, Occupational and Physical Therapy, and today, Health Services. This partnership has been crucial and extremely beneficial in the exchange of ideas, training of future staff, demonstrating new instructional technology and, of course, specific research in the area of the education of handicapped students. Interestingly enough, the district's first project, the MAZE project (Madison's Alternative to Zero Exclusion), was based in a self-contained special school. As a result of the development of new approaches and asking questions, classes were moved out of the self-contained special school and into other schools. One elementary, then two, then to a middle school, then to a high school on each side of town, and integrating students was under way.

A second major event in the 70's occurred when the Superintendent of Schools (Dr. Douglas Ritchie) recommended to the Board of Education that a number of schools be closed due to declining enrollment. He had many options at his disposal; however, based on the district's demonstrated success in the initial integration movements, he chose to close the self-contained special school for handicapped students and the orthopedic wing of a regular elementary school along with other elementary schools and a middle school.

Thirdly, the initial staff development in administrative training began to pay dividends in furthering integration. Teachers exchanged situations for a day, visited receiving and sending sites; parents exchanged visits; slide presentations introduced students ahead of their arrival, children had

a chance to discuss and ask questions such as, "Why can't he walk?", "Is it catching?", "Could it happen to me?" The director of the department and special education administrators (Specialized Educational Services) led discussions in many school faculty meetings during the middle and late 1970's.

Fourth, another force which gave the district more impetus in integration was the implementation of both state and federal laws. The district's delivery service system was further legitimized.

Fifth, the Superintendent gave support to developing an accessibility study based on Section 504. This led to the decentralization of all programs, the decentralization of psychology, social work, speech and language, occupational and physical therapy services. All support staff are now assigned to schools. The concomitant remodeling of facilities cost the district one million dollars. Again, the law supported local desire; and the Board of Education was supportive due to achievement demonstrated previously.

Sixth, an event of great impact was a Superintendent announcement to all administrative staff that he was going to shift administrators to develop a better match of interests, skills, competencies, and the students to be served. At an all-administrative meeting, he announced that he would be asking the Director of Specialized Educational Services for recommendations. Thirteen administrators were shifted. It was an unprecedented move to make such an announcement, but it was open and honest. It was a tremendous declaration of support for, and recognition of, the significance of the handicapped population to be served.

Seventh, the administrators in the Department of Specialized Educational Services embarked on an intensive training program of all Specialized Educational Services staff, as well as principals, focusing on transition from the historic child study assessment model to a building-based ecological model supportive of decentralization. This training has been continuous and forms the basis for instructional programming. Such training continues to provide the impetus for a problem-solving approach to student learning and behaviors versus the avoidance behavior of referring the child out of the classroom.

Eighth, the Director of Specialized Educational Services became an active participant with other directors in the management of the instructional programs within the district.

As the professional staff of the district continued to learn more about how students learn and had success with different integrative interaction patterns of students in classrooms and the community and a host of other variables, the Superintendent (Dr. Donald Hafeman) directed the instructional directors to develop a major paper, a planning document on "Maintaining and Improving Effective Schools in the 80's" which resulted in reorganization.

## Reorganization

It was the Superintendent's strong belief that long range planning, evolving into organizational change, must be based on a framework which provides for development and analysis as well as systematic planning and managing the growth of an organization. In the Madison Metropolitan School District, this framework is utilized for all planning. It is comprised of five components which are:

a. The philosophical base or belief statements (values).

b. The statement of purpose(s).

c. The organizational structure.

d. The patterns of interaction.

e. Evaluation.

The development of the long range planning document, "Maintaining and Improving Effective Schools in the 80's", adhered to the principles of the aforementioned conceptual framework.

This long range plan represented a systematic approach to maintaining and improving effective schools for the 80's. The plan was divided into six major sections, each representing a major goal of the plan. The major goals of the plan included:

1. Maintaining and improving the instructional program.
2. Maintaining and improving the integration of the instructional program.
3. Maintaining and improving the management of human resources.
4. Maintaining and improving the physical facilities of the district.
5. Maintaining and improving a public information and public relations program.
6. The organizational changes necessary to implement the total plan.

The purpose of alluding to this plan and this paper is to amplify Goal 2 of the plan which formed the underpinnings of the organizational change and impacted what was known as the Department of Specialized Educational Services.

Goal 2 of the plan was entitled *"Maintaining and improving the integration of the instructional programs."* Within this goal, there were six objectives with an action plan developed for each objective. These objectives were as follows:

1. To improve the process of integrated decision-making in advocacy for programs.
2. To develop an effective process for setting priorities for block grants as well as other research and demonstration grants.
3. To improve the integration and service delivery of optional programs within the total instructional program of the school district.
4. To improve support to regular classroom instruction relative to the impact of an integrated educational model.
5. To improve the staff's knowledge and skills regarding the function of assessment in instructional decision-making.
6. To develop an effective district plan concerning student support services.

All of the action plans associated with these six objectives have been implemented and are continually enhanced through district-wide task forces. These task forces comprise membership from regular education, special education, administration, and support services. "Maintaining and Improving Effective Schools in the 80's" has served as a catalyst for reorganization within departments and across departments as well as integrated planning in other instructional areas. As currently acted out or implemented, it reinforces the shared decision-making through integrated teams in all aspects of the educational enterprise within the Madison Metropolitan School District.

This planning document also formed the catalyst which led to the realization that special education and its support services were involved in many areas of education within the Madison Metropolitan School District, and so the name was changed to *Integrated Student Services* and the structure reorganized as depicted in Figures 3 and 4. All programs, services, and functions are continuously integrating with other instructional components of the district to support one integrated program with options for all students. Thus, the new name of the department—"integrated Student Services."

In the district's effort to maintain and improve effective schools in the 80's, to provide access for equal learning opportunities, and to insure, to the extent possible, individual learning and achievement, the Madison Metropolitan School District has restructured its organizational model for regular and special education from operating two parallel systems to one integrating instructional

program with options for all students. The department has moved from pre-1970 "Pupil Services" to "Specialized Educational Services" in 1972 to "Integrated Student Services" in 1983.

To effect change of this magnitude requires the articulation of a strong rationale and statement of beliefs and values. To effect change of this magnitude also requires the commitment of the total school organization to the integration of all children. This commitment is especially crucial for middle management. Special Education Administrators, Curriculum Administrators and Principals who practice these beliefs are most often the creative forces in problem-solving and making certain that an integrating program works.

## Additional Variables

For a reorganization of this type to function within a school district, the following additional variables must be addressed. The first variable is organizational decision-making philosophy. It is essential that there be a broad spectrum of staff representation in decision-making. Those most affected by the decision should have input into the decision-making. Therefore, it is the district's policy that decisions are made through a process of shared decision-making by management teams, instructional teams, community involvement, leadership teams and task forces. The majority of staff development, curriculum development, research and evaluation is done through the integrated representation of professional staff in the district.

Secondly, if the management of the organization and the instructional staff is to follow the principles of integration, the budget development must also be done in an integrated fashion. The instructional directors, as well as Principals, Curriculum and Special Education Administrators function as teams in developing the instructional budget for the district. Although there are specific aspects of the budget which are separate for obvious accountability reasons, a great portion of the budget, as displayed in the district's annual budget document, shows considerable interaction among departments and staffs.

Third, the variable of ownership is very visible in the integrating organization. The staff must work consistently in incorporating the concept within their repertoire that *"we all own all of the children in the public school."* The children are not "your" children or "my" children, but all "our" children during the school day. The same principle is also apparent in the various department responsibilities and functions. Even though all directors and middle management are responsible and accountable for their "territorial turf", behavior must demonstrate responsibility for the total instructional program for the district. This problem-solving approach related to children's learning is as basic as, "How can we assist a student?" versus "How do we get him out of here?" The important question is, "How do we access resources to maintain the child within the heterogeneous mainstreamed educational environment?"

Last, but surely not least, is the variable of developing trust and learning a common language. It is one thing to develop long range plans, but the proof of success is in implementation. Developing an integrating system is based on developing trust in one's professional peers that they are making decisions in the best interest of children. Equally important is the requirement of learning one another's professional language and constantly explaining concepts so that diverse professional staff are not only communicating with one another, but understanding what each is saying about an issue or a child in the school system.

## Looking Ahead — What May Cause Us to Change

There are four major areas of concern to a school district such as Madison that could have substantial impact on an integrating instructional program serving all children within regular schools. These areas of concern are: deinstitutionalization; the erosion of federal, state, and local financial support; the repeal of federal and state laws; and changes in Board of Education and Superintendency.

The concepts and processes involved in deinstitutionalization are fraught with political, financial, and programmatic implications. The Madison School District has, for some time, been involved

in a process of transitioning multiply/severely handicapped students who reside in an institutional setting to school programs within regular public schools. The process is working. The students are learning. Non-handicapped students are benefiting from the experience of interacting with very severely multiply handicapped students. However, should the financial support decrease and political tide turn to reinstitutionalization, these children would be the first to be returned. If these students are returned to an institutional setting, this district has grave concerns about other categorical areas being eliminated from the integrating aspects in a public school setting. A very visible categorical area that could be the next to be eliminated would be those students who are emotionally disabled. Professionals within school districts must constantly demonstrate what can be done for all children within school-based and community-based settings such that reinstitutionalization will not be considered from either a political, a financial, or a programmatic rationale.

Concern is also expressed regarding the potential erosion of federal, state, and local financial support for programs for handicapped children in the public schools. Old values of the majority versus the minority surface quickly when financial support is lessened for the education of minority students. Even though the politicians, school administrators, and professional staff can adopt and include in their repertoire the value of all children accessing education in regular public schools, this is quickly dissipated when they must determine priorities for each of the scarce dollars available. It becomes a positive challenge for the special educator to demonstrate the belief that, in determining priorities, one must consider that schools are for "all our children" and priorities must be set as they affect all children. The repeal of federal and state laws could have a disastrous effect on all the gains made regarding the education of handicapped children. Constant vigilance in advocacy must be modeled to insure that the children of the fourth world, or, as viewed by some, the surplus population, is not allowed to resurface. Repealing state and federal laws may inadvertently allow these attitudes to be acted out. Lastly, within the individual district of Madison, changes in the representation on the Board of Education, as well as changes of Superintendent, always have the potential of effect on the continuing development of an integrating program. Electing political officials and appointing new superintendents must be a concern of all to insure that they bring values to their respective positions that will continue to enhance the education of all children in a public school setting.

## What Have We Learned?

Madison has learned that integrating students, staff, and organizational structures requires an active, participatory set of behaviors and that integrating is an ongoing process which is never ending. Integrating means that each student is encouraged to participate fully in all phases of schooling and is made to feel welcome as an equal member of the school-community. Integrating means that parents are encouraged to participate in an active way in their children's schooling and are made to feel welcome as an equal member of the school-community. Integrating means administration and staff are expected to contribute toward the district commitment of equal educational opportunities for all students.

Madison has learned that a decentralized integrating approach to the education of all children increases the learning experiences of both handicapped and non-handicapped students. Further, broader ownership of education for all children develops from team decision-making, and continual curriculum and staff development is essential.

One of the most difficult lessons to be learned is that political involvement and attention to public relations is essential. Professional administrative staff must be visible in the schools to show support and assist in solving problems, while, at the same time, being visible in the community in advocating for programs and accessing a variety of advocacy groups and legislators who affect policy. Finally, the importance of parent involvement in the school, in the community, and in the development of individual student programs cannot be overstressed. Parent involvement leads to understanding and advocacy for programs which are in the best interests of children.

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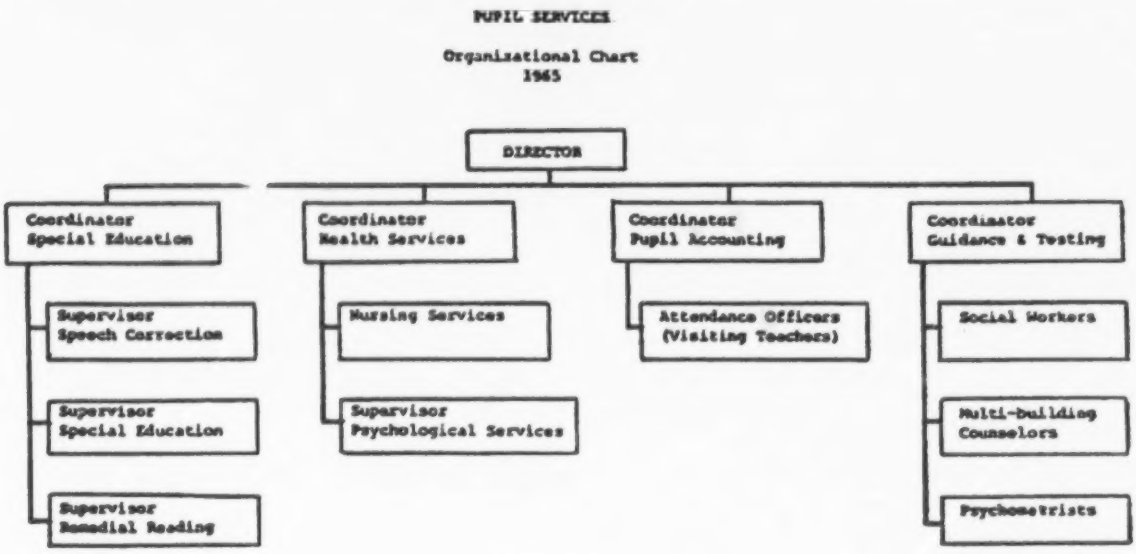


Figure 1

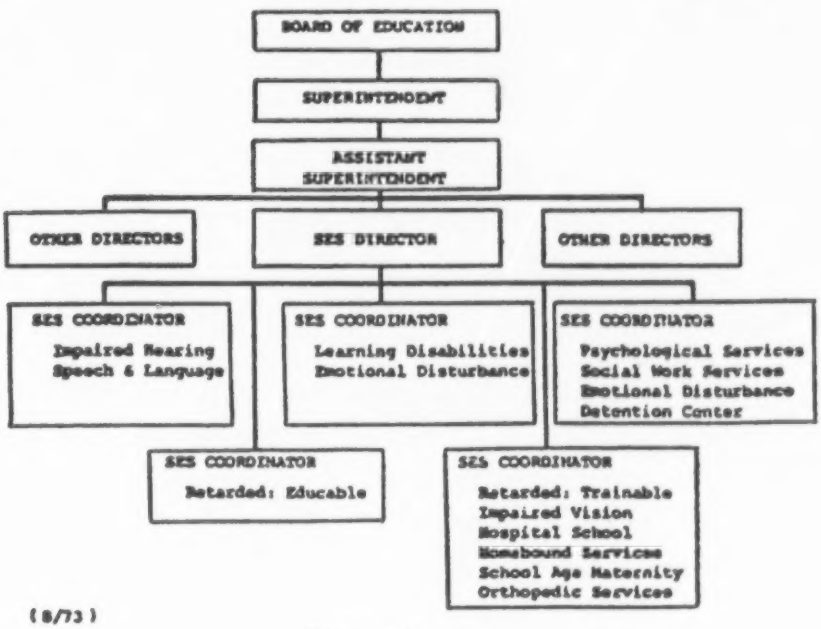


Figure 2



83

Madison Metropolitan School District

INSTRUCTIONAL SERVICES DIVISION

Organizational Chart

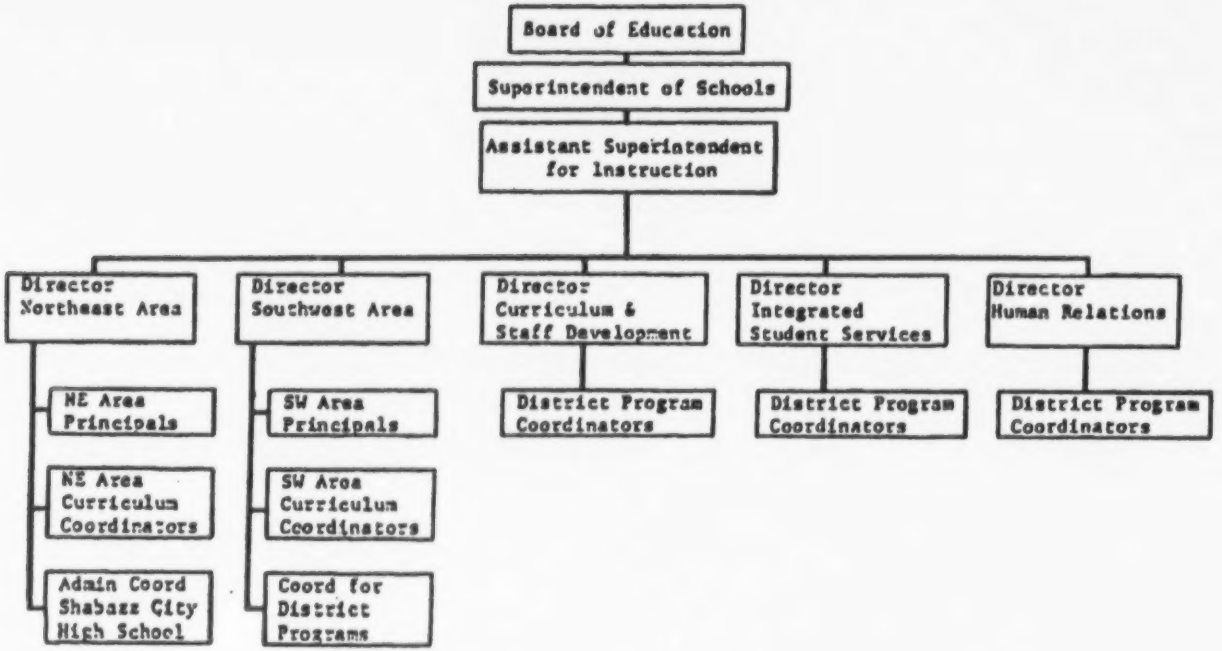


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Figure 3

Madison Metropolitan School District

INSTRUCTIONAL SERVICES DIVISION
DEPARTMENT OF INTEGRATED STUDENT SERVICES
Organizational Chart

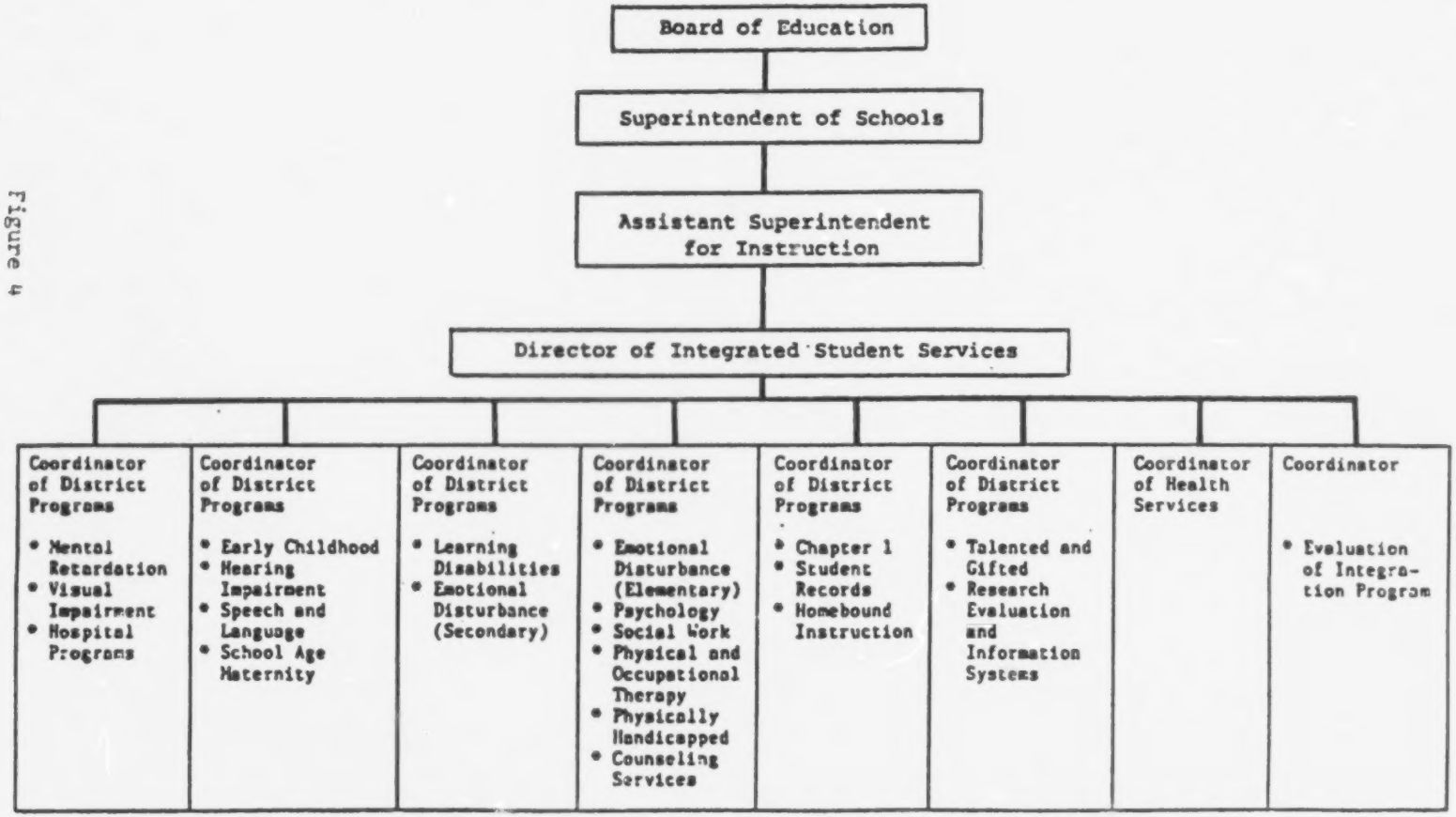


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Figure 4

# INTEGRATED STUDENT SERVICES

## DISTRICT STUDENT PROGRAMS

Chapter 1
Talented and Gifted
Exceptional Education
Summer School (Regular and Special)
Diploma Completion Program

## DISTRICT STUDENT SERVICES

Health
Psychology
Social Work
Counseling
Physical Therapy
Occupational Therapy
Speech and Language Therapy

## DISTRICT INFORMATION SERVICES

Student Records and Data
District Achievement Testing
District Research and Evaluation

## ADDITIONAL SERVICES AND FUNCTIONS

Alcohol and Other Drug Abuse
Family Change
Staff Development Task Force
Multidisciplinary Team Process Committee
Federal Curriculum and Research Grants (Exceptional Education)
Leadership and Management Teams
MMSD/ UW-Madison Teacher Training

All programs services and functions are Continuously integrating with other instructional components of the district to support one integrated program with options for all students. Thus our new name: INTEGRATED STUDENT SERVICES

Figure 5

## APPENDIX B

## Referral Process

Referral Process

1. Teacher takes page 1 from office.

2. Teacher completes p. 1, listing 3 possible dates/times for conference and returns p. 1 to designated place. (e.g. office, PPT coordinator, etc.)

3. Team meets, discusses cases and principal assigns new cases. One team member becomes the Case Coordinator.

4. Case Coordinator chooses 1 date/time from teacher's list and puts response letter in teacher's mailbox.

5. Teacher and Case Coordinator meet.
   -Discussion of problem(s) with completion of p. 2 IRF.
   -Questions still needing research are listed.

6. Observation in class/classes where problem occurs and completion of IRF, p. A. (More than one observation may be done...by more than one person, e.g. Case Coordinator, teacher, etc.)

7. Collaboration conference to discuss observation(s) and responses to questions from p. 2. Form 2A is used for documentation of discussion.
   -Strategies/interventions may be developed if sufficient information is available. Use IRF form p. 3.

8. Further intervention conferences should be documented on p. 3 as each evaluation occurs.
   -If progress is not noted...
   a. change intervention
   b. further discussion needed for pin-pointing problem area
   c. another observation and/or more data collection may be warranted

9. If amount/rate of learning/behavior change has not improved significantly over a reasonable period of time, complete pages 4 and 5 up to #6.

10. Notify principal of lack of progress. Principal or designee observes child and confers with teacher.

11. Notify Assistant Coordinator of Special Education assigned to school of need for case conference.

12. If approved, Assistant Coordinator signs p. 5 and entire IRF is sent to District Coordinator of Special Education.

13. If not approved, discuss further interventions with Assistant Coordinator of Sp. Ed. and set these in motion.

14. If IRF is approved and returned from District Coordinator of Special Education, arrange for CST.

    If IRF is not approved by District Coordinator, arrange a meeting to discuss the case or implement further strategies as suggested by D.C...and continue process with #8 on.

INTERVENTION REQUEST FORM

Date:_____

Name:_____

Date of Birth:_____ CA:_____ Grade/Program_____

Parent/Guardian:_____

Phone: Home:_____
Work:_____

Address:_____

Intervention Requested By:_____ Position:_____

Parent Notified:_____ Phone____ Letter_____ Conference____
Date

Statement of Concern: Academic_____ Behavior _____ Speech/Language_____

Other: Describe_____

_____

List three days with times for discussion: _____ _____
Date Time

_____ _____
Date Time

_____ _____
Date Time

FOR TEAM USE ONLY:

Assigned to:_____ Date Assigned:_____

Principal's signature_____

(To be completed by teacher or person making referral and forwarded to the Principal for Pupil Services Team discussion and assignment.)

cc: Building Principal
District Coordinator of Special Education
Referring Person

CONFERENCE REPORT

Date:_____ School:_____

Name:_____ DOB:_____

Persons present/positions:

_____ _____

_____ _____

Discussion/Summary:

Priority Problem Areas:

Previously attempted behavioral strategies and curriculum based interventions:

| Questions to be answered | Strategies for answering | Person responsible for answering |
|---|---|---|
| | | |

Time and date of next discussion_____

If problem resolved, signature of_____
Referring Person

_____ _____
Case Coordinator Date

(Completed by Pupil Services Staff assigned to the case.)

cc: Building Principal
District Coordinator Special Education
Teacher
Pertinent Staff

ADDITIONAL CONFERENCE REPORT
(When Needed)

Date: _____

Student: _____

Persons present/positions:

_____ _____

_____ _____

Time and date of next discussion: _____

cc: Principal
District Coordinator Special Education
Teacher

NAME_____ DOB:_____ GRADE_____ TEACHER_____ SCHOOL_____

PROBLEM AREA_____ STAFF ASSIGNED_____

| Date | Objective(s) | Baseline Data and/or Interventions | Review Date | Student Response and Evaluation of Progress |
|---|---|---|---|---|
| | | | | |

(Completed by Case Coordinator with teacher)

cc: Building Principal
District Coordinator of Special Education
Teacher

If problem is resolved, please record signatures.

Referring Person _____ Case Coordinator _____ Date _____

STUDENT DATA

Date: _____

NAME: _____ DOB: _____ School: _____

Parent/Guardian: _____ Phone: Home: _____

Address: _____ Work: _____

1. List:

A. School/program changes _____

_____

B. Retention(s) in grade(s) _____

_____

C. Attendance:

| | 19__ to 19__ | 19__ to 19__ | 19__ to 19__ |
|---|---|---|---|
| Present: | _____ | _____ | _____ |
| Absent: | _____ | _____ | _____ |
| Tardy: | _____ | _____ | _____ |

2. Records reviewed by teacher(s) and case coordinator (pupil services team):

_____Cumulative (attach copy of standardized/mastery or other relevant testing results)

_____Medical (attach copies of reports)

_____Special Services/Special Education

A. Is there (has there been) involvement in Special Education/services?

Past: _____Yes _____No

Present: _____Yes _____No

Explain: What/When _____

_____

B. Is there (has there been) involvement in ESL/Bilingual services?

Past: _____Yes _____No

Present: _____Yes _____No

If student is presently in a(n) ESL/Bilingual program, indicate date on which the Bilingual office was notified of IRF: _____

C. Is there a history of removal and/or suspension? _____Yes _____No

If yes, explain _____

_____

_____

NAME:_____ DOB:_____ School:_____

D. Has the student been referred to an outside agency?
_____Yes _____No Date:_____ Agency:_____

3. Health Information: (to be completed by school nurse)
   A. Vision Screening: Date_____ Results_____
   B. Should student wear eyeglasses in school? _____Yes _____No
   C. Hearing Screening: Date_____ Results_____
   D. List other medical problems and action taken:

_____

_____

Nurse's Signature:_____ Date:_____

4. In-School Staff Member(s) consulted:_____ _____
Date Name Position

_____ _____
Date Name Position

5. Principal's conference with referring person_____
Date

Observation_____
Date

(Attach copy of classroom observation form)

_____ _____
Principal's Signature Date

(SIGNATURES INDICATE REVIEW)

_____ _____
Assistant Coordinator Special Education Date | District Coordinator Special Education Date

_____ _____
District Coordinator Psychological/Guidance/ Social Work Services Date | District Coordinator Speech/Language Date

Suggestions:_____

_____

(To be completed by Case Coordinator from Pupil Services Team)

cc: Building Principal
District Coordinator of Special Education

CLASSROOM OBSERVATION

Of Priority Problems (Defined on page 2)

NAME:_____ DOB:_____

Teacher:_____ Pupil/Teacher Ratio:_____

Date:_____ Length of Observation:_____

Observer:_____ Position:_____

Setting:

TASK(S) ASSIGNED:

ON-TASK BEHAVIORS

OFF-TASK BEHAVIORS

| OFF-TASK BEHAVIORS | COUNT | TOTAL COUNT |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

EVALUATION OF WORK PRODUCT:

TEACHER INTERACTION:

cc: Building Principal
District Coordinator of Special Education
Teacher

## SPEECH/LANGUAGE OBSERVATION FORM

DATE: _____

STUDENT: _____ SCHOOL: _____

TEACHER: _____ RM: _____ GRADE: _____

LENGTH OF OBSERVATION: _____ OBSERVER: _____

PARENT CONTACT: _____ PERMISSION TO SCREEN: _____

| | APPROP. | IN-APPROP. | NOT OBSERVED | EXAMPLES |
|---|---|---|---|---|
| I. ARTICULATION | | | | |
| II. VOICE | | | | |
| III. FLUENCY | | | | |
| IV. LANGUAGE<br>AUD. DISCRIM. | | | | |
| AUD. MEMORY | | | | |
| AUD. COMPREHEN. | | | | |
| ORAL EXPRESSION | | | | |
| SEMANTICS | | | | |
| SYNTAX/GRAMMAR | | | | |
| PRAGMATICS | | | | |

V. COMMENTS: _____

I give permission for my son/daughter, _____, to be screened by the speech/language clinician.

_____
Signature of Parent

## APPENDIX C

## Exemplary Programs - Special Education

Program Selected_____

(See options on preceding page)

District_____

EXEMPLARY PROGRAM - SPECIAL EDUCATION

INSTRUCTIONS: Respond to the following four questions using not more than 5 typewritten pages. Please note the number of points assigned to each question (See attached sample page)

1. Describe the need identified by School/District/County. Also, describe the total Special Education program in the district in which this exemplary program is located; i.e., program options, number of students County served, relevant demographic data that will assist the readers of your application in understanding the setting in which your program is being implemented (10 points)

2. Describe the program developed by the School/District/County to meet the need. Include a description of how this program addresses the State Department of Education's mission and goals; i.e., Least Restrictive Environment, student performance and involvement in regular and special education, maximum utilization of all resources, improved or enhanced curriculum content and/or educational processes. (20 points)

3. Describe what makes your program exemplary. Include in your description the process of transition of special education students into regular education and/or the communities. (50 points)

4. Report evaluation results or other evidence demonstrating the program's success. How did you determine that your program had met your predetermined objectives? (20 points)

CALIFORNIA SCHOOL RECOGNITION PROGRAM

Exemplary Programs - Special Education

Databank Program Submission Form - 1986-1987

This form should be used to nominate only those Special Education Programs which have improved or enhanced the curriculum content of particular course offerings and/or the instructional processes.

Name of Program: _____ Grade Level: _____

District/County: _____

Address: _____

Contact Person: _____ Phone Number: ( ) _____

Program Location: _____

Address: _____

Contact Person: _____ Phone Number: ( ) _____

Funding Source: District _____ Other: _____
(please specify)

Has replication occurred? (Yes/No) _____ Where? _____

Program Category: Select ONLY Program(s) under Special Education

- ☐ Science
- ☐ History/Social Science
- ☐ Math
- ☐ Reading and Literature
- ☐ Drug Abuse and Intervention
- ☐ Bilingual Education
- ☐ Compensatory Education
- ☐ Migrant Education
- ☐ Educational Technology
- ☐ Vocational Education
- ☒ Special Education
  - ☐ Low Incidence Programs
  - ☐ Infant/Preschool Programs
  - ☐ Resource Specialist Programs
  - ☐ Severely Handicapped Programs

Signatures:

_____
SELPA Director Date

_____
District/County Superintendent Date

_____ _____
SDE Authorized Signature Date

DUE DATE: October 10, 1986

Completed Forms must be returned to:

Mrs. Jeanne Vlachos, Consultant
California State Dept. of Education
Special Education Division
601 West 5th Street, Suite 1014
Los Angeles, CA 90017

---

OFFICE USE ONLY

| | | | |
|---|---|---|---|
| CDS CODE | LANG. | MOBILITY | CATEGORY: |
| ADA | CO. SUPT. | REGION | |
| RURAL | AFDC | CCR | 1. ☐ |
| URBAN | SES | | 2. ☐ |

Site Visit Completed _____ (Date)

By: _____ Consultant

# APPENDIX D

## Project Read

## PROJECT READ

9600 3rd Ave. S.
Bloomington, MN 55420
Phone: 612-881-0609

WHAT IS PROJECT READ?

.... a mainstream language arts program that provides an alternative to whole-word, inductive instruction

WHO IS IT FOR?

.... the child who needs a systematic, direct, multisensory learning experience

WHO DELIVERS THE PROGRAM TO THE CHILDREN?

.... the classroom teacher

WHERE IS PROJECT READ TAUGHT?

.... in the regular (mainstream) classroom

HOW IS THE CLASSROOM TEACHER TRAINED?

.... by a Project Read Teacher coming into the teacher's classroom and demonstrating the curriculum and technology with that classroom teacher's reading group

HOW IS PROJECT READ ADMINISTERED?

.... through the Specific Learning Disabilities Division of the Department of Special Education of Bloomington Public Schools

WHO ARE THE STAFF MEMBERS?

.... a Project Director and eight Project Read Teachers

HOW IS PROJECT READ FUNDED?

.... through local and state special education funds

WHAT GRADES DOES PROJECT READ COVER?

.... first grade through ninth grade

HOW MANY STUDENTS IN PROJECT READ?

.... 15 to 20% Elementary
.... 5% Junior High

HOW LONG HAS PROJECT READ BEEN IN EXISTENCE?

.... we are completing our fifteenth year (1984-85)

## PROJECT READ 3 YEAR DATA SUMMARY

| | Pre test | | | Post test | 3 Year Gain | Yearly Gain |
|---|---|---|---|---|---|---|
| | 1970 | 1971 | 1972 | 1973 | | |
| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | | |
| Jastak Reading | 1.3 | 2.1 | 3.6 | 4.8 | 3.5 = | 1.2 |

| | Grade 2 | Grade 3 | Grade 4 | Grade 5 | | |
|---|---|---|---|---|---|---|
| Jastak Reading | 1.6 | 3.0 | 4.2 | 5.0 | 3.4 = | 1.1 |
| Jastak Spelling | 1.5 | 2.8 | 3.5 | 4.3 | 2.8 = | .9 |
| Gates-McGinite Vocabulary | 1.5 | 2.7 | 3.9 | 4.9 | 3.4 = | 1.1 |
| Gates-McGinite Comprehension | 1.5 | 2.3 | 3.5 | 4.1 | 2.6 = | .9 |

| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | | |
|---|---|---|---|---|---|---|
| Jastak Reading | 2.1 | 3.5 | 4.4 | 5.4 | 3.3 = | 1.1 |
| Jastak Spelling | 2.2 | 3.2 | 3.8 | 4.5 | 2.3 = | .8 |
| ITBS Vocabulary | 2.4 | 3.0 | 4.0 | 4.9 | 2.5 = | .8 |
| ITBS Comprehension | 2.3 | 3.1 | 3.8 | 4.6 | 2.3 = | .8 |
| ITBS Spelling | 2.4 | 2.8 | 3.3 | 4.0 | 1.6 = | .5 |

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